DOCUMENT RESUME

ED 194 407 SO 012 928

AUTHOR Hoopes, David S., Ed.
TITLE Readings in Intercultural Communication, Volume II. Teaching Intercultural Communication: Concepts and Courses.
INSTITUTION Society for Intercultural Education, Training, and Research.
SPONS AGENCY Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.
PUB DATE Mar 77
NOTE 134p.: For related documents, see SO 012 927-931.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Communication (Thought Transfer); Communication Skills; *Course Content; Course Descriptions; Course Objectives; Cultural Awareness; *Cultural Interrelationships; Cultural Pluralism; Culture Contact; Development; Educational Resources; Global Approach; Guides; Higher Education; Human Relations; *Intercultural Programs; Social Change

ABSTRACT

Articles and sample syllabi from courses about intercultural communication are presented in this volume. Because the field of intercultural communication is relatively new, minimal work has been done developing standardized syllabi for courses relating to it. The resources in this book provide a base for building a coherent curriculum in intercultural communication. Section I presents three articles on teaching intercultural communication by educators at universities in Minnesota, Wisconsin, and Pennsylvania. Section II presents syllabi for 26 courses on intercultural communication from schools including Stanford, Cornell, Loyola, Portland State, and universities of Hawaii, New York, Detroit, Kansas, Delaware, and Minnesota. The syllabi outline elements including course objectives, rationale, requirements, textbooks, reading lists, content, instructional level and methods, activities, and evaluation procedures. Section III offers similar sample syllabi for five courses in communication and development/social change. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194407

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
David S. Hoopes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

READINGS IN

INTERCULTURAL COMMUNICATION

VOLUME II

TEACHING INTERCULTURAL COMMUNICATION: CONCEPTS AND COURSES

Edited by

David S. Hoopes
Executive Secretary
Society for Intercultural Education, Training and Research

Published under a grant from the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

Society for Intercultural Education, Training and Research
107 MIB
University of Pittsburgh
Pittsburgh, PA 15260

March 1977

SO012 928

TABLE OF CONTENTS

	Page
PREFACE	1
ARTICLES ON TEACHING INTERCULTURAL COMMUNICATION	2
Can Intercultural Communication be Taught in a Classroom? William S. Howell	3
The Development and Teaching of a College Course in Intercultural Communication. Winston L. Brembeck	9
Cross-Cultural Learning in the Classroom. Dean E. Arnold and Norman Frisbey	24
COURSES IN INTERCULTURAL COMMUNICATION	28
Intercultural Communication: The American Indian. Nobleza Asuncion-Lande	28
Issues in Intercultural Communication. Nobleza Asuncion-Lande	31
Intercultural Communication. Njoku E. Awa	33
Intercultural Communication. LaRay M. Barna	36
Cross-Cultural Communication. Jerry L. Burk	39
Intercultural Communication. Fred L. Casmir	48
Values in Transition in a Pluralistic Society. Clifford Clarke and Jack May	51
Perspectives on Intercultural Communication: Culture and Communication in Black and Latino America. William G. Davey	56
Problems in Intercultural Communication. Edmund S. Glenn	60
Communication and International Understanding. D. Ray Heisey	64
Intercultural Communication. Ray D. Heisey	66

Page

Cross-Cultural Perception and Communication. Maxine Huffman 67

Intercultural Communication. Nemi C. Jain 70

Group/Cultural Differences and Intercultural Communication. Nemi C. Jain 72

Group Differences Approach to Intercultural Communication. Nemi C. Jain 73

Studies in Intercultural Communication. Theodore J. Marr 76

Workshop: Intercultural Communication. Robert Moran 80

Intercultural Communication. Jiri Nedela 83

Cross-Cultural Communication. Terry H. Ostermeier 87

Intercultural Communication. Michael H. Prosser 93

Seminar in Intercultural Communication. Florangel Z. Rosario 97

Intercultural Communication. Tulsi B. Saral 101

Teaching Culture in Bilingual Classes (Spanish). H. Ned Seelye 104

Applied Intercultural Communication. Khalil I. H. Semaan 108

Understanding American Culture. Edward Stewart 111

Intercultural Writing. V. Lynn Tyler 113

COURSES IN COMMUNICATION AND DEVELOPMENT/SOCIAL CHANGE 115

Communication in Modernization and Development. Nobleza Asuncion-Lande 116

Cross-Cultural Communication and National Development. William A. Herzog 118

Page

Communication and Social Change: The Diffusion of Information and Innovations. Jagan Rao 120

Cross-Cultural Communication Role of Communication in Development. Everett M. Rogers 123

Developmental Communication. William Starosta 128

PREFACE

This Volume is an end result of several efforts tc make available to teaching faculty thoughts about and materials on teaching Intercultural Communication. It is a relatively new subject in the college curriculum and as yet there is neither a standardized syllabus for courses relating to it nor a sufficient supply of persons with doctorates in the subject to teach it (there are probably no more than ten at this writing). To meet the need and demand, faculty in speech communication and a number of the social sciences are being asked to establish courses and are looking for guidance. This Volume is an attempt to help.

The first effort to meet this need was in the first edition (1972) of this Volume of the Readings, which included 17 syllabi. The second effort was in 1974 when Michael Prosser, at the University of Virginia, published Syllabi in Intercultural Communication 1974. Both these publications, the first distributed free and the latter for sale, went out of print quickly.

The current volume includes a selection of syllabi from each. It also includes three articles on teaching intercultural communication, one of them (by Winston Brembeck) new.

It is hoped this publication will fill a gap in the materials available in the intercultural field and provide a base on which to build a coherent curriculum.

Special thanks to Suzanne Steidl whose typing and editorial assistance were superior.

David S. Hoopes
Pittsburgh, 1977

ARTICLES ON TEACHING
INTERCULTURAL COMMUNICATION

CAN INTERCULTURAL COMMUNICATION BE TAUGHT IN A CLASSROOM?*

William S. Howell

University of Minnesota

Recently I attended a program on the Cultural Assimilator at the annual convention of the International Communication Association in New Orleans. After listening to three scholarly papers, Edward Stewart the program commentator, summarized the presentations by saying, "The panel took an American approach. They 'problem-solved' and ended up with a list of problems."

In considering the perplexing--and inevitable--question, "Can intercultural communication be taught in a classroom?" I will probably follow the primrose path of American-style analysis and suffer the fate of my worthy predecessors in New Orleans in that problems rather than solutions will result. I am a creature of my culture, and that is the way of my academic world. But I will attempt to break away from one norm of the professor paper--I will try to skeletonize my analysis. If I can lay out the bare bones of my argument so the problems that concern me stand out identifiably and memorably, then your groups in deliberating ways of approaching intercultural communication in the classroom will find it easier to modify, refute, and possibly solve them. Then you can go beyond my brief list to other vital issues demanding resolution so that peoples of diverse backgrounds can be helped to work together more effectively and live together more happily.

First--before any of us can justify spending time and energy studying intercultural communication, a basic premise must be accepted as true. For a clear statement of that fundamental premise I am indebted to an ICA/SCA Committee in a document--"For Closing the Gap between the Is and the Ought-to-Be," working draft #4: COMMUNICATIVE PROCESSES, INCLUDING THE INTERCULTURAL, CAN BE ANALYZED, STUDIED, AND MODIFIED.

Second--in assessing the likelihood that intercultural communication may be taught in the classroom, we should distinguish "intercultural" from 'cross cultural," and address any single course we teach primarily to one or the other. Stan Harms in his new book Intercultural Communication (Harper and Row, 1973, p. 41) neatly separates these often confused terms. I use part of his comparison, with modifications and additions.

Intercultural	Cross-Cultural
Interactive (Joint Venture)	One-way (Sender-Receiver)
Mutual Purpose	Individual Purpose
Unofficial	Official
Developed Message	Prepared Message

*This paper was delivered at the Intercultural Communication Conference held at the University of Minnesota on April 26-27, 1974.

Ideally, cross-cultural communication is confined to mass media while person-to-person communication is desirably intercultural. My attention in this paper is directed to the class in intercultural communication. In it, some cross-cultural content will appear for purposes of comparison and constrast. But cross-cultural matters are not permitted to become central to the course.

Third--I'm arbitrarily excluding the intercultural workshop from this consideration; since it is predominantly experiential it does not conform to what American schools and colleges term the "classroom". Much valuable intercultural learning comes from the workshop, I know. But the classroom I'm talking about places vastly more emphasis on cognitive materials than does the typical workshop.

The classroom course in intercultural communication, as we have arbitrarily and narrowly defined it, is an "iffy" business. If certain objectives can be attained, then the intercultural communication class can be a significant contribution to the overall study of human communication. Let us list those conditions that must be met if a class in intercultural communication is to be productive and worthwhile.

1. Intercultural communication study must utilize communication theory. We have been reluctant to adapt useful concepts to the intercultural application. We need to appropriate whatever may be useful to our work and give it a try. Some examples of under-used categories developed by scholars of communication are: linguistic patterns and theories, relational (interactional) models that replace sender-receiver concepts; cultural values and sets of expectations; classification of kinds of interpersonal communication by function, specifically to inform, persuade, entertain, coerce, conventionalize; non-verbal communication theory, both behavioral categories and nonverbal interactions classified by function; and the most talked about and least used construct, empathy.

The threat to teacher and student who would use communication theory in the classroom is the pitfall of jargon. When we assert that intercultural communication is facilitated by isomorphic attributions or that the goal of our course is the ability to converse with sociolinguistic relevance, we have used communication theory badly. Any helpful concept can be converted into everyday language, and it should be so translated. For example, persons with isomorphic attributions have similar interests. Simple, isn't it?

2. The needs of particular people in a given class must be served. Persons in an intercultural communication class represent diverse ethnic groups and have an amazing variety of reasons for taking the course. The consequence is the disturbing conclusion that the course must be custom-designed for each class. This means no set syllabus, no routine sampling of cultures to be examined. It means further that individual and group student projects must not be handed to or imposed upon the class, but must grow out of interests and purposes contributed by the participants. Ideally, and this will admittedly lead to some compromise, ideally each student should develop his own interest in a way that is most productive for him or her, and this should be a high priority objective of the class.

3. In-class and out-of-class resources should be exploited. Perhaps intercultural communication is the most contingent subject you can teach. Cultural relations are in a continuous state of flux; new situations provide fresh materials for case study. Different people flow by, in and out of class, many of them loaded with unique experiences, expertise, and insights. The intercultural communication class is entrepreneurial. When opportunity knocks, the greater wisdom may be to open the door and rearrange the lesson plans. Truly, the intercultural class can be a joint venture, drawing upon collaboration of teacher, students and in-school and out-of-school contributions from outside the class.

4. Multi-cultural methods as well as multi-cultural content should be exemplified. The big hurdle in breaking away from a one-hundred percent American approach is to conduct the class so that the subjective and the scientific are given comparable value. Only a few years ago intuitive insights were excluded from the study of intercultural communication because only empirical research was thought to add to knowledge. This was particularly ironical in studies of communication among the world's peoples, of whom a great majority made their decisions intuitively and rejected Western facts and logic in problem solving. Now, finally, we are admitting that we may not have the only path to wisdom. As Ed Stewart said in New Orleans, "Subjectivity is becoming respectable."

Let me give you an example. In January of 1972 in a conference on World Communication at the East-West Center, Honolulu, Hawaii, Everett Kleinjans, the Chancellor of the Center, gave the characteristics of the effective intercultural communicator. These were:

1. He sees a person first, a representative of a culture second.
2. He knows people are good.
3. He knows the values of other cultures, and of his own.
4. He has control over his visceral reactions.
5. He speaks with hopefulness and candor.
6. He has inner security. He can be different, comfortably.

Dr. Kleinjans has a Ph.D in linguistics and spent twenty years in the Far East, some in China, most of that time in Japan. To arrive at the traits of the effective intercultural communicator, he developed no paper and pencil tests, did no empirical research, had no experimental and control groups. Yet, his intuitively developed conclusions merit the same thoughtful consideration and testing we would give the results of a controlled experiment. His final observation, given after he had talked about the good intercultural communicator, really challenges those of us trying to train persons in this skill. He said, "It is possible that intercultural communicators are born, not made."

In an American classroom, it is not easy to deal with the subjective, as in examining the role of trust in varied cultures and contexts. An instrument that has become popular in intercultural training is the Culture Assimilator, a paper and pencil device that presents critical incidents typical of interactions of a specific category, as those of white

junior grade army officers and black enlisted men. To each critical incident there are several possible solutions given. The trainee rank orders these solutions. Then he turns the page and in programmed learning fashion finds the preferred rank order and an analysis of the reasons for the correct ranking.

In the Culture Assimilator the most helpful test items are based upon subtle distinctions that are predominantly intuitive, certainly subjective. We must realize that to the person from a non-Western culture, distinctions we make experimentally and empirically are similarly subtle and elusive. The implications we see in numerical data escape the person whose ways of thinking do not include quantification of personal traits and interactions. Our intercultural class should make clear the equivalent difficulty of a Westerner understanding the use of indirection and the non-Westerner grasping the significance of test scores. Classroom training can help both students gain some understanding of the contrasting cultures' reliance upon subjective or objective variables and thereby contribute to mutual understanding in intercultural communication.

5. Experiential learning should supplement the learning of information. I use the term "experiential" in its broadest sense. When we use video tapes, films, and guest speakers, which cause a student to become passively involved in intercultural experience via empathy, we are providing participation at a level close to that of cognitive learning. Role playing exercises in which an intercultural problem situation is prepared for and played out, video-taped and analyzed, is a more profound learning experience. I like Ed Stewart's contrast culture model for role playing, in which a trained actor from one of the cultures represented interacts with a relatively naive student. When the resulting video tape is discussed by class and participants, the trained cultural representative contributes insights that multiply the learning from the role-playing experience.

Include as experiential elements ongoing creative projects, individual or team. I prefer breaking a class up into fairly homogeneous teams to work on common tasks off and on over a period of weeks. A rewarding task for a group is to build culture assimilator items for specific sorts of interactions involving definite persons in somewhat typical task-oriented intercultural communications. When a group locates informants, collects information on relevant cultural norms, devises critical incidents that can be considered to be typical, refines them with the help of the cultural informants, and finally checks their assimilator item quality by administering their product to a sample population, some important intercultural learning is bound to occur. Behavior modification is a likely consequence also in my subjective opinion. I stress that this opinion is subjective in origin because measuring behaviors that influence outcomes of communication and proving that these result from experiencing certain assimilator items, rather than from other influences, are well-nigh impossible tasks. So a teacher probably has to assume that if a student shows significant change on a paper and pencil instrument like the culture assimilator it is likely that related intercultural performance will be modified to some degree.

6. Boundaries of academic disciplines are crossed whenever one feels an impulse to do so. Keeping intercultural communication in one academic compartment is a cruel and unusual punishment that contradicts the nature of the enterprise. Intercultural communication is an integrative study rather than one which attempts basic research. The intercultural communication teacher should welcome persons, sources, and materials from many sources. Here are some university departments which have been helpful to my intercultural course: Counseling and Student Personnel Psychology, Public Health, Linguistics, Political Science, Philosophy, Anthropology, Business Administration, Industrial Relations, Journalism and Mass Communication, Nursing, Department of Family Practice in the Medical School, The School of Social Work, Sociology, the Foreign Student Office. The list could be extended easily.

Some time back I compiled a directory of international communication scholars in five universities: Indiana, Illinois, Michigan State, Minnesota and Wisconsin. I listed only professors conducting current research on intercultural communication overseas. One hundred and twenty such active researchers were listed. When I tabulated their professions I was amazed. The hundred and twenty scholars of intercultural communication represented forty different disciplines. Truly, the study of intercultural communication cannot be said to belong to, or be monopolized by, one or two academic departments.

My experience has been that every discipline has an approach that offers something of value, and the more you can draw upon these varied sources the more your intercultural communication course is enriched. The willingness of associates in other areas to contribute to an intercultural class amazes me. Something about the study of intercultural interaction "grabs" people, turns them on, so they are happy to join forces with people who share their preoccupations and perceptions. Possibly promoting integrated projects in intercultural communication will help to break down the artificial barriers that too often result in duplication of effort and the failure to share resources in our schools, colleges and universities.

7. Local problems are not neglected and are given a global perspective. It is my prejudice that a well-balanced course in intercultural communication should give about equal emphasis to domestic and to overseas issues. I'm sure teachers in some instances stress one of these to the near exclusion of the other, and with reasons that make sense to them. However, I find it rewarding to compare local intercultural situations with more exotic and bizarre interactions in foreign lands. More often than not the same difficulties appear. These seem less dramatic at home because of their familiar context. For example, students find exciting the discovery that some of our difficulty in relating to American Indians comes from our failure to understand that they subordinate the individual to the group, much as do the Japanese. The ways we use time become meaningful only when we fit our patterns into the range of time orientations around the globe. By relating local practices to those nearby and far away we come to appreciate that these cultural phenomena are on a continuum, and are in no sense fixed

or absolute. Perhaps the most important insight from the study of intercultural communication is the realization that everything we live by is relative. Somewhere on Spaceship Earth is a culture which finds our treasured values to be unwholesome and gives high priority to goals and practices we reject. The presence of members of these very different cultures in class makes unfamiliar cultural patterns real and believable.

The cross-over point when a student begins to accept a wide range of values and sets of expectations seems to occur when he finds himself assuming that a contrasting culture has as much merit as his own, without thinking about it. This seems to develop through the study of remote cultures more easily than through examining the local scene, where out-of-awareness prejudices get in the way. When elements of intercultural communication in a remote place are identified, the local situation can be examined to find if those same elements exist here. The comparison raises obstacles to communication above the threshold of awareness and develops intercultural empathy. Differences come to be appreciated rather than deplored; when you come to enjoy differences, a foundation on which you can build particular skills for specific intercultural communication applications exists.

I have concluded from my limited experience that intercultural communication CAN be taught in a classroom, providing seven problems are satisfactorily solved. These are

1. Communication theory must be utilized.
2. The course must be adjusted to meet the needs of particular students.
3. In-class and out-of-class resources must be aggressively exploited.
4. Multi-cultural methods should be used.
5. Experiential learning should supplement the acquiring of information.
6. The course should bring together materials from as many disciplines as possible
7. A global perspective must relate local and remote applications of intercultural communication.

If we attain these objectives, our classes in intercultural communication are certain to be of value.

THE DEVELOPMENT AND TEACHING OF A COLLEGE COURSE IN INTERCULTURAL COMMUNICATION

Winston L. Brembeck

University of Wisconsin

The gradual development of the "global village" we hear much about these days serves to highlight our increasing need to understand, teach, and effectively practive intercultural communication. Fortunately in recent years some scholars in communication have turned their attention to the nature and problems in cross-cultural communication. By the early 1960's, if I recall correctly, there were three of us in the United States who had initiated courses in intercultural communication: Robert T. Oliver at Pennsylvania State, William S. Howell at Minnesota, and the author at Wisconsin. It has been a matter for great rejoicing to see the growing interest in this area in more recent years. More courses have been introduced. Research in the field has increased not only among speech-communication people, but by those in cultural anthropology, sociology, social psychology, education, journalism, political science, and radio and television. National and regional communication associations are beginning to stress this field of study in their conventions and journals. One could venture that in the area of intercultural communication lies a major thrust in the years just ahead. This must be the case, for as cultures are brought closer together by modern transportation, tourism, student exchange programs, governmental agencies, foreign-based American industries, increased trade relations and satellite broadcasting, the problems that arise must be solved by communication. And in a day when the race in arms is increasing and pockets of violence and international animosities are developing in various nations, it is imperative that communication becomes the mode of settling differences if the unthinkable alternative is to be avoided.

In recent years the author has been asked many times for ideas and materials which would help college and university faculty members get started in the development and teaching of a beginning course in intercultural communication. In this paper I wish to present (1) some preliminary guides to the study of intercultural communication, (2) some of the chief approaches to its subject matter, and (3) a few suggestions for teaching a beginning course in the field. A beginning or sampler bibliography is included which the teacher may use to begin probing the topics suggested. Since courses at the various institutions frequently are not of the same length nor of the same number of class meeting per week, I have left to the teacher the adaptation of materials and projects to his or her own schedule.

I

The Assumptions, Limitations, and Biases of the Course Proposal

The approach to the proposed course will be understood better if certain assumptions, limitations, and biases are stated at the outset.

1. The study of intercultural communication-indeed all communication-is best understood when it is considered a receiver-centered process. It may be message-oriented, but receiver-centered in its approach.
2. The reader will note that the course proposed here is directed more toward those who work in general speech and communication. There is only limited cognizance taken of the field of radio, television, and film. Those working specifically in those areas have much to contribute to our study; their work should be studied by all those interested in intercultural communication. Also, the area of international or intercultural theatre and drama is not treated in this course; it is a study in its own right.
3. In the teaching of such a course there is considerable emphasis placed on the use of class discussions of example material and problems, visual and audio aids, and experience-based training. The experiences of those working professionally in cross-cultural communications tend to suggest that changes in attitudes and skills necessary to participation in such communication are seldom brought about by great reliance upon the traditional lecture method.
4. The experience of living for a limited period in another culture--though very helpful-- does not assure competence in communication with the natives of that culture. If simply living among others assured effective communication, then we should be communicating with great efficiency with those within our own borders. The point is, there must be careful, systematic study of the many factors which can affect that interactive process called communication. An expert in intercultural communication is something more than an ordinary guy away from home for a while. An example of the point being made here is Ruth Benedict, the highly regarded anthropologist who wrote a respected book on Japanese culture, The Chrysanthemum and the Sword, yet who did not speak Japanese nor had she ever been to Japan.
5. A proposal for a course cannot be expected to develop in any depth the subject matter it advocates. Each topic would require an extensive paper to achieve this. Here topics are merely suggested; it is assumed the teacher will explore these much more fully. This proposal, therefore, is to be considered a sort of "do-it-yourself-kit," if you please. The reading list appended is to help one get started.

Granting, if you will, these assumptions, limitations, and biases, let us begin to suggest possible units which may be used in developing a syllabus for such a course. We begin by listing the possible objectives of the course.

Objectives of a Course in Intercultural Communication

1. To appreciate the significance and roles of intercultural communication in the modern world.
2. To understand the basic problems involved in cross-cultural communication.
3. To become aware of some of the general approaches to the study of intercultural communication.
4. To become familiar with those basic variables among divergent peoples necessary to the understanding of the process of cross-cultural communication.
5. To develop some skills in actual intercultural communication events.

6. To establish criteria of evaluation or criticism of intercultural communication practices.

Motivating the Study of Intercultural Communication: A Survey of the Significant Areas of Intercultural Communication in Contemporary Human Affairs

In order to arouse student motivation in this area of study it is useful to begin the course with a provocative survey of those cross-cultural areas where communication plays a vital role. The suggested list given below should be expanded into many examples and problems.

1. Intercultural interaction among private persons and organizations, such as tourists, religions, businesses, sports, educational and cultural exchanges, etc.

2. Government to government communication: bilateral and multi-lateral international organizations.

3. Government to the people of another state: propaganda and information services, technical assistance programs, etc.

4. International broadcasting systems: Voice of America, Radio Free Europe, Radio Moscow, Radio Cairo, the British Broadcasting Corporation, etc.

5. International businesses: management problems, international advertising, trade conferences.

6. Communication between dominant and sub-cultures within national boundaries: communication between the white and black people, the whites and the American Indians, etc.

General Orientation to the Formal Study of Intercultural Communication

Following a survey of the significant areas of intercultural communication designed to promote interest in and serious study of this type of communication, I have found it profitable to provide some general guides to our culturally bound students who usually need to be shaken into greater objectivity as they approach the study of cross-cultural communication. Some general guides follow.

General Guides to Thinking about Intercultural Communication

1. The study of cross-cultural communication is inherently inter-disciplinary. It necessarily borrows from such fields as rhetoric,

communication theory, persuasion, linguistics, sociology, social psychology, cultural anthropology, psychology, broadcasting, journalism, and political science, to name some of the chief fields. Therefore the teacher and student will find source materials coming from many fields, each with its own frames of reference, jargon, and purposes. Our study is, therefore, pluralistic, eclectic, and integrative.

2. The student of intercultural communication must stop thinking that the American ways of thinking about and practicing communication are necessarily the best ways, that other nationals are simply "underdeveloped Americans."

3. Because of the varied nature of cultures and their adherents, one must be very slow in making generalizations about the processes of intercultural communication. The variables involved can be so numerous and so complex as to make attempts at deducing principles from some master or universal behavioral theory a futile exercise at this time.

4. We must ever keep in mind the distinction between communication patterns within other cultures and communication between or across cultures. Some studies classified as studies of intercultural communication are more precisely other culture communication studies.

5. We must remember that the modes of discourse we tend to use (group discussion, debate, the public speech, etc.) are not necessarily those used or needed by those in another culture or between cultures.

6. In the study and practice of cross-cultural communication a wise procedure is to begin with problems and then develop the modes of communication best tailored to deal with those problems, rather than to start with a beloved speech tool and press it into foreign service.

7. We must never forget that all cultures view their own ways of interpreting their world of events and things as natural and, indeed, morally right.

8. How does one define "success" or "failure" of an intercultural communication event when ideals, goals, and values of the participants differ so greatly? Undoubtedly new standards and methods of evaluation or criticism will need to be developed.

9. Finally, the cognitive restructuring one needs to make when studying intercultural communication cannot be achieved solely through class lectures, discussions, or reading about other cultures and their differing interaction processes. Undoubtedly some "field" experience will yield necessary and exciting information and skills

Culture and Communication: A Review of Basic Relationships

A general orientation to the study of intercultural communication also should include a review of the basic nature of culture, of communication, and of their relationships. The items only sketched below should be expanded insofar as the backgrounds of the students demand.

1. First, there should be a discussion of the basic nature of a culture. Simply and broadly defined, a culture may be said to be the life style of a people, the sum total of their generally shared behavioral and thought patterns. Out of the broad spectrum of all the possible behaviors, a culture becomes characterized by its selection of and adherence to certain of the numerous possibilities. In this manner cultures tend to achieve identity, uniqueness. A sub-culture may be said to participate in a number of the characteristics of the broader culture of which it is a part, but it has some particular characteristics which set it apart from the general culture. Knowledge of the participating cultures in an intercultural communication event permits more accurate predictions of the responses of a participant in the interaction. The importance of this fact to the communicators must surely be clear.

2. Included in a general orientation to our study should be a review of the basic nature and theories of communication. Here the basic characteristics should be examined. Readings in communication should be discussed. Communication models may be used to advantage.

3. Finally, the orientation should show the relationships between culture and communication. Their interrelationships may be shown by indicating how culture results from communication and is transmitted by it. Without communication a culture could not exist. Culture, however, places limits on communication, for we communicate essentially in terms of our culturally derived thoughts and behaviors. The understanding of the other cultures with which we wish to communicate--and our own--can reduce the limitations imposed by culturally bound acts of communication.

II

Some Approaches to the Subject Matter of Intercultural Communication

The factors which play roles in the process of intercultural communication are so numerous, the field so complex, it is to be expected that theorists and researchers find it necessary to focus on a single field, one which constitutes an approach to the over-all problem. Thus it is left up to the teacher to integrate these contributions into

teachable units which, if taken together, may become an orderly, beginning course. Let us turn now to a survey of some of the chief approaches that can be made to our study.

The Linguistic Approach

To know the other fellow's language is the oldest of the preparations for communicating interculturally. Our linguistic scholars have been making notable contributions to our understanding of the problems and natures of the various languages. In recent years psycholinguists have provided many new insights. Nonetheless, when a person using a second language is attempting to communicate with a person using his native tongue many difficulties can arise in idiom, in precision of common meanings. To say I speak French is to refer essentially to the oral dimension of the language and its grammatical usage. But there is no formal grammar of the visual aspects of the language and this can be a significant component of the communication. Also, to know the language and not much about the culture of the Frenchman is quite a limitation to effective communication. Indeed, to know another's language and not his culture is a very good way to make a fluent fool of one's self.

We should remember, too, that a common first language used by persons of differing cultures does not assure effective communication. As has been said, "the Americans and the British are divided by a common language." It is probably safe to say that when individuals of different cultures interact, some misunderstandings due to language will result whether the persons speak the "same language" or not.

In any unit dealing with the language dimension of intercultural communication the role of the interpreter and translator should be reviewed. One aspect of the problem here is illustrated by a story resulting from the recent possibilities of trade with China. An American businessman, it is said, was addressing a group of Chinese businessmen. He began his talk by saying, "I am tickled to death to be with you." Whereupon, after a few seconds of wonderment, the Chinese interpreter translated: "this poor man scratches himself until he dies--only to be with you."

The problem of language in cross-cultural communication can be very great. This unit of a course should be developed by much reading in the field, discussions, and examples.

The Non Verbal Modes of Communication

Increasingly it is becoming clear that the non-verbal components of messages are of great importance in human communication. To understand the diverse non-verbal codes among various cultures presents at once an

intriguing and complex problem. Below, four approaches to the study of such codes are suggested. These, too, should be probed by student reading assignments, class discussions and example materials.

1. Kinesics. Kinesics refers to the purposeful use of the body and parts of the body in supplementing the meanings of spoken language. The "grammar of the body," or "body rhetoric" as some call it, is beginning to receive the attention it deserves. Edward Hall's little book, The Silent Language, undoubtedly served to spur much subsequent research and discussion. We are coming to realize that the language of the body often may be more important than the words which are given oral expression. When what is said orally is not in consonance with what is said visually, we are more apt to believe the visual symbols as the true index of intent.

   The student should find this area of study to be one of considerable fascination. To learn that many Eskimoes flick their eyebrows to indicate "yes" and wrinkle their noses for "no," that Lebanese tend to toss their heads up for "yes" and click their tongues for "no," and on through a series of other diverse and more important visual practices among people of different cultures, makes for interesting as well as useful insights into the "silent language."

2. Proxemics. Proxemics is the study of the use of space or spatial relationships used in interpersonal communication. The distance between conversationalists, the leaning towards or away from another, the sitting or standing relationships, and a host of other spatial variations are the concerns of proxemics. Spatial relationships and their meanings tend to differ considerably among cultures. The North American tends to become uncomfortable when the Middle Easterner insists on maintaining a close conversational stance. A native of the Arab world frequently considers it a slur if the American turns the sole of his shoe toward him as the two converse. Our American tendency towards slouchiness in posture is considered undignified in many cultures. These are only suggestive of the many diverse uses and meanings of space which cultures develop. Each develops its own expectations of appropriateness, even though these codes tend to operate on an "out-of-awareness" level.

3. Haptics. The study of haptics involves that dimension of interpersonal communication that is made through the sense of touch. Touch as a form of communication is sometimes used in a totally non-verbal situation, but more often it is supplementary to the oral dimension. But, however it is used, touch communicates. Here, too, is an agent of communication which varies widely among cultures. Among many Americans touch is used freely, be it a slap on the back, a gentle stroke on the back of the head, or an affectionate tap on the thigh. In some cultures physical contact in public is strongly disapproved; some GI's found

this out when they attempted to hold the hands of a Thai girl in public. In some cultures men hold hands and embrace vigorously, or kiss each other, much to the wonder or distaste of those outside the culture. It is to be expected that the customs regarding physical contacts among human beings would come to play significant roles as communication symbols. As such, these differing customs become an important study to him who would communicate interculturally.

4. Paralanguage. The last category of non-verbal communication I wish to cite is that of paralanguage. This involves the use of the voice in ways that can affect the receiver's response to the words of a message and yet which are not related or linked to the discrete meanings of the words, phrases, or sentences formally uttered. Any vocalization, such as a rising or falling inflection to indicate the asking of a question or the completion of a thought, is not paralanguage, for these are a part of the symbolized thought and therefore may be said to be verbal in nature. As G. L. Trager points out, "paralanguage is divided into voice set as background for, and voice qualities and vocalizations as accompaniments of, language proper."[1] The loudness or softness of voice may be a matter of paralanguage, as can be such qualities as gutteral, harsh, effusive, etc. Emotional states are often revealed by those changes in vocalization and quite independent of linguistic structure. Thus when I come home after a very tiring day at the office and my wife says, "Hurry and dress for our 6:00 o'clock dinner date," I may say, "Yes, dear, that should be a jolly time," but, if she has caught my paralanguage, she will detect I am really saying, "I detest the whole confounded idea!" Familiarity with the paralanguage usages of a culture is essential to judging the intent of the communicator in that culture. The subtleties of this type of communication present at once an intriguing, complex study.

The Socio-Psychological Bases of Intercultural Communication

A broad, significant approach to our study is an examination of the socio-psychological factors which play vital roles in the processes of communication in various cultures. The study of other cultures (as well as our own) in terms of these factors should provide basic knowledge of still other problems which can arise when two people of different cultures attempt to communicate. Here, again, topic areas are suggested for study.

---

[1] G.L. Trager, "Paralanguage: A First Appreciation," in Dell Hymes, ed., Language in Culture and Society (New York, 1964), p. 276.

1. Social Organization. The study of the social groupings established by a culture provides insights not only into the over-all social structure, but also information concerning the relationships, statuses, and roles of the individuals involved in these groups, be they family and other kinship groups, political, economic, religious groups, or other. From such a study can come knowledge of the culture's value systems, social differentiations, and the channels of communication flow.

2. Leadership Structure. Closely linked with the area discussed above is the leadership structure of a society. This involves consideration of such topics as: How is leadership obtained? Who are the opinion leaders? The change agents? How is credibility established or lost? What role does communication play in obtaining and maintaining leadership?

3. Modes of Decision-Making. After consideration of the above two areas, one should progress into the specific modes used by the culture in decision-making or problem-solving. What modes of discourse are used in problem-solving? What values are assigned to the use of evidence and the logical processes? To the use of other means of proof? How do the culture's problem-solving procedures differ from your own? Here the student of intercultural communication will find that in some cultures Aristotelian logic, to say nothing of our styles of debate, are virtually unknown. How all of us make up what we affectionately call our minds is truly a study in contrasts. Thus those engaged in intercultural communication must seek out ways of developing methods which can be shared in solving common problems.

4. Perception--Images, Stereotypes. It is axiomatic that we tend to perceive things (and people) not as they are, but as we are. Research supports the conclusion that individuals perceive events and objects quite differently. The significance of this fact to communication is surely obvious. Among the many and varying perceptions that can be operative in cross-cultural communication, those making up what we call images and stereotypes, are of considerable importance. To a great extent images and stereotypes are culturally produced and perpetuated. Even though these may be inductions based on faulty or incomplete information, they define to a great extent ourselves and our world. Always operative is the image we have of ourselves, of others, the image others have of themselves and of us, the image we have of the image others have of us, and the image others have of the image we have of them. The study of the images and stereotypes of a person and a culture can yield great insights into the potential success or breakdowns in intercultural communication.

5. Motivation: Motives, Attitudes, Value Systems. A person may know much of the information suggested in the areas of study sketched above and yet fail in his attempts at cross-cultural communication, particularly in persuasive communication, because he has not considered the basic motivational system of the culture(s) represented in the interaction. The usual list of motive appeals in our textbooks do not necessarily obtain in other cultures. Our theories of attitude change are usually based on research subjects within our own culture. Our attitudes generally are based upon experiences quite different from those in other cultures. Thus our attitudes and their functions may differ, and they cluster into value systems which also can differ. It should be clear from these facts that the sources of rhetorical invention in cross-cultural communication are not so simply discovered; they must be sought in those areas where common goals and compatible motivational elements can be found or created.

The Vehicles or Channels of Cross-Cultural Communication.

Messages must be carried to the receiver. What vehicles are available and culturally appropriate to do this can be a very important consideration. Here, too, is an important unit in any course in intercultural communication. It is necessary to know what vehicles are relied upon to diffuse information in other cultures. How much reliance is placed upon interpersonal, small group, or mass communication? The literature within our own field of speech-communication offers much help in the interpersonal and small group areas. The scholars in radio, television, film and journalism are making notable studies in the use of the mass media within and among cultures.

The selection of the vehicle(s) to carry messages must be made in terms of availability and adequacy of the vehicle. To use television to carry a message to people without receivers or to use a written message to those who cannot read would be stupid indeed.

III

Suggestions for Teaching the Course in Intercultural Communication

Below are suggested ideas which the teacher may appropriate as desired in teaching the course. Here they can be only listed.

General Teaching Aids.

1. Class development during the semester of a communications model that will reflect an emerging theory of cross-cultural communication.

2. Use of sound films and audio tapes of intercultural communication events.

3. Actual student experiences in attempts at cross-cultural communication. Foreign students or students from sub-cultures on campus can be utilized.

4. Reports by class members (or other students) who have spent a semester or year abroad.

5. Use of faculty resource people who have had experience in working in other cultures.

6. Use of exercises in role-playing as applied to intercultural communication. (See item #36 in books section of the bibliography.)

Class Discussion Topics Based on Problem Areas.

1. The problems of language differences. Role of the translator, the interpreter.

2. Culturally bound rhetorical assumptions influencing human discourse.

3. Problems related to the divergent non-verbal codes.

4. Problems related to the source of the message; differences in the values assigned to ethos, credibility.

5. Problems related to the composition of cross-cultural messages; differences in style, modes of proof, etc.

6. Problems related to the channels or vehicles of communication: oral, written, mass media.

7. Problems related to the situation: interpersonal, small group, mass situations.

8. Problems related to the differing motives, attitudes, and values of the communicating parties.

9. Problems related to the differing habits, customs, or mores involved.

10. The problem of evaluating the success or failure of a given intercultural communication event.

General Topic Areas for Student Semester Research Papers.

To supplement student readings and the class discussions of problem areas as suggested above, it is helpful to have the student working on some in-depth study which can result in a term research paper. Below some general areas are offered within which the student may find an intriguing specific or more narrow topic to investigate, one in which he can utilize those points of analysis he has been reading about and discussing in the regular class sessions. Other areas can be added.

1. The rhetoric of diplomacy.

2. The speaking in the United Nations or other international organizations.

3. The rhetoric of international propaganda systems: Voice of America, Radio Free Europe, Radio Moscow, Radio Cairo, the BBC, national information agencies, etc.

4. The international business man.

5. International advertising.

6. International educational and cultural exchange programs.

7. American church missionaries abroad.

A Word Regarding Sources of Information

There are many types of contributors to the literature in the interdisciplinary field of intercultural communication. Therefore, the teacher and student must not be narrow or parochial in their search for information. Suggestions are given below which should help the reader become aware of sources of useful knowledge. General organizational sources are given first.

First, there are general associations of scholars working in areas germane to our study. I refer to such groups as the Middle East Studies Association, the Far Eastern Studies Association, the American Political Science Association, the Association of American Geographers, the American Sociological Association, and the Speech Communication Association's Commission for International and Intercultural Communication.

Secondly, one can keep in touch with the work of special centers of study, such as Harvard University's Center for Middle Eastern Studies, the East-West Center at Honolulu, Hawaii, McGill University's Institute of Islamic Studies, the University of California's (Los Angeles) Near Eastern Center, and the Society for Intercultural Education, Training and Research, University of Pittsburgh.

After becoming aware of those organizations which deal in intercultural matters, it is well to become familiar with publications which can provide general yet basic information. Below, a selective annotated list of such sources is given.

Casmir, Fred, ed. International and Intercultural Annual 1. New York: SCA, 1974.

This first volume includes theoretical articles and a list of organizations concerned with intercultural communication.

Casmir, Fred, and L. S. Harms (eds.) International Studies of National Speech Education Systems, (Vol. 1). Minneapolis: Burgess Publishing Co., 1970.

This book describes the nature of speech education in various countries.

Condon, John C., and Fathi Yousef. An Introduction to Intercultural Communication. New York: The Bobbs-Merrill Co., Inc. 1975.

A comprehensive treatment of many aspects of intercultural communication. Chapters 3, 4, and 9 are especially helpful.

Condon, John C., and Mitsuko Saits, eds. Intercultural Encounters with Japan: Communication-Contact and Conflict. Tokyo, Japan: Simul Publishing Co., 1974.

This book includes the proceedings of the 1972 SCA Commission for International and Intercultural Communication meeting at International Christian University, Tokyo.

Dance, Frank E.X., ed. Human Communication Theory. New York: Holt, Rinehart and Winston, 1967.

This book brings together a useful series of articles by authors from various disciplines and focusses on their mutual interest in international and intercultural communication.

Fieg, John P., and John G. Blair, There is a Difference, Washington, D.C.: Meridian House International, 1975.

This brief paperback provides an excellent introduction to the study of cultural differences and their effects on interpersonal communication.

Hall, Edward T., The Silent Language. New York: Fawcett World Library, 1966.

For background information on intercultural communication this book should be required reading.

Hall, Edward T., The Hidden Dimension. New York: Anchor Press, 1969.

This popular book provides useful insights into the cross-cultural role of proxemics.

Harms, L.S., Intercultural Communication. New York: Harper and Row, 1973.

This book is an excellent introduction to intercultural communication in intercommunity, international, and world communication.

Hayakawa, S. I., Our Language and Our World. New York: Harper, 1959.

The great semanticist provides in an interesting manner essential information to anyone studying problems in communication.

Hoopes, David S., Readings in Intercultural Communications, I, II, III, and IV., Pittsburgh, 1971, 1972, 1973, and 1974.

These continuing volumes provide excellent practical information for anyone interested in teaching intercultural communication.

Hoopes, David S., ed. Communique. Pittsburgh: Intercultural Communication Network, University of Pittsburgh.

This periodically published free newsletter provides continuing information in new developments, publications, and conferences in intercultural communication.

Oliver, Robert T., Culture and Communication: The Problem of Penetrating National and Cultural Boundaries. Springfield, Ill.: Charles Thomas Publishers, 1962.

This book was among the first from authors in the field of speech communication. It provides valuable insights into ancient oriental and eastern rhetoric.

Prosser, Michael H. ed., Intercommunication Among Nations and Peoples. New York: Harper and Row, 1973.

This book includes a very useful series of articles by authors from a variety of disciplines and treats intercultural communication in a variety of human situations.

Rogers, Everett G., and F. Floyd Shoemaker, Communication of Innovations, A Cross-Cultural Approach (2nd ed.). New York: The Free Press, 1971.

This book discusses problems of persuasive communication in introducing innovations in different cultures and provides very ably the results of quantitative studies of those attempts.

Samovar, Larry E., and Richard E. Porter, eds., Intercultural Communication: A Reader. Belmont, Calif.: Wadsworth Publishing Co., Inc. 1972.

This reader provides a varied collection of brief articles on intercultural communication. Readers of the volume should select those most useful for their purposes.

Smith, Alfred, ed., Communication and Culture: Readings in the Codes of Human Interaction. New York: Holt, Rinehart and Winston, 1966.

This book treats a broad scope of topics organized around the syntactic, semantic, and pragmatic approaches to communication.

Smith, Arthur L., Transracial Communication. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

This book provides a useful application of communication theory to black-white communication in the United States.

Stewart, Edward C., American Cultural Patterns: A Cross-Cultural Perspective. Pittsburgh, Pa.: Regional Council for International Education, 1971.

This brief paperback classifies United States cultural behaviors that determine the ways Americans communicate and contrasts them with other cultures which have different communication norms.

Finally, the teacher who is working in the development of a beginning course in intercultural communication should peruse the larger bibliographies now in existence as he/she is preparing a list of student reading sources which are suited to the topics included in the syllabus being constructed. To get started in this search I would suggest the following: Michael H. Prosser's bibliography in Today's Speech, (February, 1969), 95-118; Fred Casmir's Bibliography of International and Cross-Cultural Communication, New York: ERIC, SCA, 1974, and Hamid Mowlana's International Communication: A Selected Bibliography. Dubuque, Iowa: Kendale/Hunt Publishing Co., 1971.

IV

Conclusion

In conclusion I must admit that there are so many variables relating to intercultural communication one might be tempted to throw in the towel, to say to himself that as yet we are incapable of communicating effectively within our own culture, so why add the difficulties that come to play in cross-cultural communication. But when one's initial emotion is over, his more sober thoughts tell him that here, indeed, is the thrust of the future, that this can be a course of great relevance and fascination. Here is the opportunity for those of us in speech-communication to meet the needs of our modern world.

CROSS-CULTURAL LEARNING IN THE CLASSROOM

Dean E. Arnold and Norman Frisbey

Pennsylvania State University

Anthropology 46, titled Current Cultural Contacts, is described in the Penn State University catalog as: "Processes and problems of culture change due to culture contacts; especially to prepare students for foreign travel and employment". This is an elective course open to all undergraduate students. During Spring Term, 1971, Anthy 46 was handled on a team basis by two instructors, one an anthropologist with field and teaching experience, the other a psychologist with experience in laboratory learning and small group methods. Both instructors had substantial experience living and working overseas.

In addition to the course description in the Penn State catalog, the instructors accepted additional objectives of assisting the student to learn to:

1) recognize and deal effectively with strong feelings created by confrontation of values and attitudes, and to
2) make choices and commitments to action in situations of stress and uncertainty in another culture.

Personal growth and learning about self and others in an interactive situation was considered more important than facts/data or theoretical constructs about other cultures. An experienced-based learning model involving student participation was selected, rather than the traditional lectures, films, discussion approach.

Three brief paragraphs from our introduction of the course on the first day of class will further illustrate our goals.

"We hope this class will be a foreign experience. Not a trip abroad, but we expect this class situation to be different enough from the usual in terms of norms, values, procedures so that you will personally experience cultural differences.

This class itself is different from the usual classroom culture. It is a foreign situation. How can one adapt or make the most of it? It means giving and receiving as much as possible, staying with it, handling the frustrations in a constructive fashion, and developing personal flexibility. This requires some openness and risk-taking.

This class is experimental. It is a first attempt for us and it could change as we progress. We are interested in learning together. We have some expertise in terms of skills, knowledge and experience which we feel can be put together with your help into a profitable learning experience. In addition to learning together, we are asking the class to assist in developing and evaluating material for future use."

Impetus for this approach to the class derives from several sources found in the literature regarding cross-cultural training. The Peace Corps, missionary organizations and the military have been greatly involved in these efforts. The National Training Laboratories monograph by Roger Harrison and Richard L. Hopkins "The Design of Cross-Cultural Training--With Examples from the Peace Corps" presents the problem and suggests a learning model that is especially significant in this area.

Description of the Class

The class consisted of 32 students. Two students had been overseas with the military, another four had traveled abroad, but most had no overseas experience. The class met three times a week for ten weeks from 8 - 9:15 a.m. The classroom contained 100 fixed seats. Unfortunately, the scheduled class time and nature of the classroom hindered effective functioning of our learning model. The students found it difficult to participate so early in the morning. In addition, the fixed seats created problems for utilizing small groups in the classroom.

The following two books served as reading material and background for discussion.

Foster, George M., Traditional Cultures and the Impact of Technological Change. Harper and Row, 1962

Mead, Margaret, Culture and Commitment: A Study of the Generation Gap. Doubleday

No examinations or term papers were required. Grading was based on the evaluation of participation by the student himself, other students, and the instructors. The quality of participation in class activities, i.e., discussion, group project, quality of ramblings, etc., was an important factor in evaluation.

Description of Techniques and Process

The students were expected to participate by regular attendance, involvement in the assignments, and discussion. Some of the methods used to stimulate involvement and learning were as follows:

Ramblings--Each student was asked to write a brief reaction to each class session expressing feelings, learnings, and questions. These were collected each week and summarized by an instructor. The summary sheet was duplicated and distributed to the class.

Group Project--The class was divided into six work groups. These were formed by the individuals themselves, not by assignment by the instructors. Each group was to prepare and present to the class a situation involving a cross-cultural confrontation, or a conflict of values and norms. The projects were presented in the second half of the term to enable the students to develop ideas for cross-cultural situations. Students utilized some class time for group planning but most of the groups met several times outside of class.

The group projects varied in effectiveness. Three of the better presentations are described here briefly.

Morsels and Cherry Pies - this group brought some unusual foods to class and as good hosts insisted that each class member try some of each. The unusual foods consisted of chitterlings, duck's blood soup, squid, and seaweed.

Birth Control - this group enacted a scene between a group of foreign advisors and nationals. The advisors were promoting birth control methods for family planning. The nationals resisted the advisors' recommendations because of their own cultural values. The students in this group subdivided into two groups; one was the nationals and the other consisted of foreign advisors. Each subgroup prepared separately without communication with the other prior to their class presentation. To make their project more vivid, they shared a film about the country they used.

Non-Presentation - one group decided to violate the class norms by facing the class without a cross-cultural presentation following the pattern of the other groups. This was not recognized by many in the class as a planned presentation at the outset, and generated much feeling and real confrontation.

Role-plays--Three brief role play situations developed by the instructors were used early in the class to provide a stimulus for project ideas and to illustrate cross-cultural confrontations.

Goldberg--This device consists of controversial statements about cultural differences It was used to stimulate discussion early in the term.

Foreign Visitors--For two class periods two or three foreign students were invited to class. The visitors were asked to respond to two questions:

1) What adjustment problems have you observed for foreigners visiting your country?
2) What problems have you or your friends encountered in adjusting to life in the U.S. or on this campus?

The foreign students entered into this well and the class found it a profitable experience.

Outside Contacts--Students were encouraged to initiate new contacts with foreign students on campus. Some students visited an Amish market in a nearby town and related this experience to the class.

Simulation--Two periods were devoted to a cross-cultural simulation exercise developed by the instructors. The entire class was divided into two groups; each had to develop its own values and norms from given cues. Following this, the instructors created a cross-cultural exchange situation by having persons from each group visit the other. Most of the class considered this exercise as one of the most significant learning experiences in the class.

Films--Two films were used at different times for discussion purposes. These were "Ishi in Two Worlds" and "Gentle Winds of Change". Questions to focus the discussions were prepared by the instructor.

Discussion Groups--Prior to class discussion of a topic the class frequently divided into small groups to generate questions and comments.

Evaluations--As a final activity, each student was asked to evaluate his own growth and learning during the course. He could present this summary orally or in writing. Also, each student was requested to evaluate the class as a learning experience and to suggest improvements.

Assessment

Twenty-eight students finished the class and turned in evaluations. Four of the twenty-eight were disappointed with the course and its outcome. They indicated that it was a frustrating and confusing experience for them. Twenty-four of the students evaluated the class as a "good experience" to "best class I ever had." Many students had worthwhile suggestions for improvements; some were minor, others were fairly significant.

The instructors felt the overall outcome was quite satisfactory and in-line with their goals for class learning. They believe that they learned as much or more than the students, and expect to conduct this course again in the same manner during the Spring Term of 1972. A number of changes will be incorporated in the next class to create better learning conditions, to move at a faster pace, and to expand the variety of learning situations.

There is no doubt, however, that this approach to learning for this purpose of practical benefits in cross-cultural adjustments is more effective than the traditional lecture method. Apart from the college classroom we feel many of the methods can be effectively utilized in short term workshops either with foreign persons coming to the U.S. or for U.S. citizens going abroad. Probably a more effective situation would involve a mixture of foreign and U.S. participants, about equal numbers.

COURSES IN INTERCULTURAL COMMUNICATION

Note: Many of the syllabi in this collection were developed before the recent publication of An Introduction to Intercultural Communication by John C. Conden and Fathi Yousef. Most would probably have used that volume as a basic text had it been available at the time.

INTERCULTURAL COMMUNICATION: THE AMERICAN INDIAN

Nobleza Asuncion-Lande

Co-Instructor: A faculty member from Haskell Indian Junior College

University of Kansas

Course Description:

An examination of the barriers to effective communication between Indian and non-Indian individuals and groups.

Objectives:

To develop an understanding of the nature and process of intercultural communication. To determine whether group concepts of communication show significant culture patterning. To examine specific types of communication behavior which may facilitate or hinder interpersonal interaction between Indians and non-Indians. To acquaint students with the intercultural communication workshop as one alternative in facilitating or improving interpersonal-intercultural communication.

Activities:

1. The class will be conducted along group discussion and lecture methods. Discussions will be centered around key concepts in the readings and guest lectures.
2. Specialists from KU and Haskell Indian Junior College will be invited as guest lecturers.
3. Films on Indian culture will be shown at specific intervals.
4. There will be two examinations on the assigned readings and lectures--the first at the middle of the semester and the second towards the end of the semester.
5. The class will be divided into groups of five students each. Each group will prepare a project. The project results will be presented orally in class, and a written report of it shall be submitted to the instructor on the last day of classes. The project may be based either on readings or on field work.
6. The final grade will be a composite of the work done in class:
   a. Participation in group discussions
   b. Examinations
   c. Written critiques of films
   d. Project (oral and written presentations)
7. An intercultural communication workshop will be held during the latter part of the semester. The primary purpose of the workshop is to expand awareness of the dynamics and effects of culture in interpersonal communication.

Course Content:

1. Guest lectures:
   "A Survey of North American Indian Cultures"
   "Amerindian Languages"
   "American Indian Folklore"
   "American Indian Art"
   "Education and the American Indian"
   "American Indian Rhetoric"
   "The Contemporary American Indian"

2. Films:
   A. "Man and His Culture"
   B. "Navajo Indian Life", "Peaceful Ones" (Hopi), "Pueblo Boy", "Warriors at Peace"

C. "Rainbow of Stone", "Spirit in the Earth", "Navajos-Children of the Gods"
D. "Navajos Move Into the Space Age", "Indian American", "The Exiles"
E. "Discovering Indian Music", "Legends of the Sioux", "Northwest Indian Art", "Navajo Night Dances"

3. Readings: Assigned readings will be from the following references:
A. L. Samovar, R. Porter. Intercultural Communication: A Reader.
M. H. Prosser. Intercommunication Among Nations and People.
L. S. Harms. Intercultural Communication.
E. T. Hall. The Silent Language.
_____. The Hidden Dimension.

D. Berlo. The Process of Communication.
E. Stewart. American Cultural Patterns: A Cross-Cultural Perspective.

B. F. Eggan. The American Indian: Perspectives for the Study of Social Change.
F. O. Gearing. The Face of the Fox.
S. Steiner. The New Indians.
J. Honingmann. Understanding Culture.
M. L. Wax. Indian Americans: Unity and Diversity.
E. Cahn, D. W. Hearne. Our Brother's Keeper: The Indian in White America.

C. V. I. Armstrong. I Have Spoken.
D. Brown. Bury My Heart at Wounded Knee.
V. Deloria. We Talk, You Listen.
L. T. Jones. Aboriginal American Oratory.
J. G. Neihardt. Black Elk Speaks.
W. C. Vanderwerth. Indian Oratory.

D. M. Wax, S. Diamond, F. Gearing. Anthropological Perspectives on Education.
L. T. Jones. Amerindian Education.

E. D. Hoopes. Readings in Intercultural Communication I, II, III.

Course Outline:

Lectures and films in class will form the basis of discussions on the following topics:

1. Definitions of communication, culture, intercultural communication. Descriptions of the process of communication, culture and intercultural communication. Communication models and models for the study of culture and subcultures.

2. The Personal dimension in intercultural communication--identity, empathy, stereotypes; perception, socialization, prejudice; ethnocentrism, nationalism; norms, attitudes, values, beliefs.

3. Language in culture and communication, Sapir-whorf hypothesis, elaborated and restricted codes, syntactics and semantics.
4. Cultural patterning of non-verbal modes of communication, kinesics, proxemics, paralinguistics, temporality.
5. Problems in intercultural communication, interpersonal-intercultural barriers, conflict resolution, negotiations, decision-making, leadership and control.
6. Education and the American Indian, assimilation/integration, traditionalism/modernization.
7. The Intercultural Communication Workshop.

ISSUES IN INTERCULTURAL COMMUNICATION

Nobleza Asuncion-Lande

University of Kansas

This course is an examination of the nature, process and factors affecting communication in an intercultural context, and of methods of training for intercultural communication roles.

Text: Samovar and Porter, Intercultural Communication: A Reader.

Supplementary Resources:

Prosser, Intercommunication Among Nations and People.
Harms, Intercultural Communication.
Rich, Interracial Communication.
Smith, Transracial Communication
Hoopes, Readings in Intercultural Communication, Vols. I, II, and III.
Cherry, World Communication: Threat or Promise.
Assorted reproduced materials (from journals and unpublished articles).

Class Activities:

The discussion-lecture-laboratory methods of instruction will be employed in the course. Students will be assigned readings which will form the basis of discussions.

Films will supplement materials from readings and lectures. They will be shown at appropriate intervals.

Participation in an intercultural communications workshop will be required of all students enrolled in the course The workshop is a relatively intensive program normally lasting between two or three days, usually off campus. The workshop is designed to explore cultural factors which tend to inhibit communication between individuals of different cultures, and provides a framework in which participants may experience "cultural sensitivity" which may help facilitate cross-cultural encounters.

An investigative paper is required of all students. Its aim is to demonstrate a student's understanding of the subject. A tentative outline should be submitted by the eighth week for a critical evaluation by the instructor.

There are two examinations in the course: a mid-term and a final.

Course Content:

Study of theoretical perspectives, varied aspects of intercultural communication, the failures inherent in the process and their possible remedies, and training programs designed for intercultural communication roles. It includes:

A. General overview: concepts and definitions, nature of the process, functions of intercultural communication, dysfunctional uses.

B. Social-psychological factors: world view, perception, ethnocentrism, culture shock, attitude change, attitude formation, role relationships, expectations, etc.

C. Linguistic variables: linguistic approach to intercultural communication study, social meanings in linguistic structures, elaborate and restricted codes, bilingualism, bidialectalism, biculturalism, world language-lingua franca, translation.

D. Nonverbal variables: proxemics, kinesics, paralanguage; temporality, values, wearing apparel; traditions, personality factors, out-of-awareness nature of non-linguistic communication; non-verbal expectations as a product of values, obligations and constraints of a subculture; the tendency to respond evaluatively to culture-bound non-verbal behavior; consequences of speaking a language in a host country without understanding appropriate non-verbal behavior, dress, etc.

E. Social aspects of world communication: tourism as a mode of communication; international relations; communication and control; the future of world communications; communication and change; conflict resolution.

F. Training programs for intercultural communication or contact.
   1. ICW, contrast American, culture assimilation, DOD training programs, university-alternative model.
   2. role-playing and role-taking (role reversal), culture-general and culture specific.

G. Intercultural communications research: trends, prospects, problems.

H. Films: "Where's Prejudice"
"Pictures in Your Mind"
"The Detached Americans"
"Time for Burning"
"Black and White Uptight"
"Intercultural Communication Workshop" (University of Minnesota)

INTERCULTURAL COMMUNICATION

Njoku E. Awa

Cornell University

Texts: Intercultural Communication: A Reader, Larry A. Samovar and Richard E. Porter, (Wadsworth, 1972).

Intercommunication Among Nations and Peoples, Michael H. Prosser, (Harper and Row, 1973).

For additional reading list see Bibliography.

Course Objectives and Description:

The major objectives of the course are: (1) to help students to grasp some of the problems inherent in intercultural communication, and (2) to provide a forum where American and foreign students can explore together the complexities in decoding culturally related verbal and nonverbal cues. A minor objective of the course is to make students aware of problems related to the communication-culture interface that may retard or impede the flow and acceptance of innovations that cross cultural boundaries.

In order to meet these objectives, the course will systematically examine linguistic/extralinguistic, social, psychological, racial, ethnic, and regional barriers to communication between individuals who perceive themselves as "different" in significant cultural and subcultural characteristics. Among the topics to be covered are:

1. Cultural relativism: language and culture.
2. Culture, perception, and communication.
3. International versus intercultural communication.
4. Communication between a foreigner and members of a host country--a simulation game highlighting the foreigner's resocialization experiences.
5. Intracultural communication: beyond racial and social class boundaries.
6. Intracultural communication: problems in interethnic relations in multiethnic and multilingual societies.
7. Nonverbal intercultural cues: their complexities and subtleties.
8. Communication new ideas: cultural problems in introducing innovations perceived to be exogenous by a target population.

Rationale:

The graduate program in Communication Arts at Cornell University has its emphasis on "strategic application of communication" to societal and human problems. It attracts a good number of foreign students from different parts of the world. Often, these are men and women whose professional duties entail constant interaction with different ethnic and speech communities as well as those from different classes. Undoubtedly, they

come to Cornell with a profound knowledge of basic problems in intercultural communication, especially in cooperative extension, adult education, anti-poverty programs, family planning, and the like. The need for sharing this knowledge, for exploring the cultural basis of different communication experiences, and for synthesizing the universals (if any) in intercultural communication problems cannot be overemphasized.

Prominent among other reasons for creating the course are two philosophically unrelated efforts in studying problems in intercultural communication at Cornell. The first is the series of intercultural communication workshops organized by the intercultural communication association (INCAS) which mostly consists of students from the international living center, otherwise known as "Dorm 8." The association conducts periodic workshops to explore cultural differences among participants and to encourage respect for those differences.

The second effort is the predeparture seminar "Beyond Cornell" which is conducted annually for foreign students who are about to return to their countries. The emphasis is on hypothetical sociocultural problems that foreign students face back home when they try to implement programs that are based on technological skills acquired abroad. Clearly, this is one of the dimensions of intercultural communication. Communicating new ideas in developing countries involves interacting with people from different ethnic backgrounds and status configurations.

From their inception these activities have received the strong support of the International Student Office at Cornell. The leaders of both activities have expressed interest in the emergence of a course utilizing some elements of the experiential learning approach in a format that does not compromise the academic rigor of graduate level work. Thus, while the course is not intended to undermine the worthwhile activites of "INCAS" and "Beyond Cornell", the three programs stand to benefit from the unique approach of one another.

Evaluation

Students taking the course for credit will be required to write a term/research paper on an aspect of intercultural communication that excites them. While there are other criteria for determining final grades (e.g., class participation or additional project), the paper will count for more than 50 percent of a student's grade. The criteria by which the quality of a term paper is to be judged will be discussed on the first day of class.

Bibliography

While some of the books listed below are intended to serve as collateral reading material, most of them have sections which every student should read. An attempt has been made to identify the most obvious sections in some of the books. More books and sections will be added as the need arises.

Since the bibliography is alphabetized, the order in which books are listed will not necessarily coincide with their order of importance.

Books

A Casebook of Social Change, Niehoff, Arthur H. (editor), Chicago, Ill.: Aldine Publishing Company, 1966.

Communication and Culture, Smith, Alfred G. (editor), N.Y.: Holt, Rinehart and Winston, 1966. (Chapters I, IV, V and XIII).

Communication and Social Change in Latin America: Introducing New Technology, Deutschmann, Paul J., et al., Frederick A. Praeger Publishers, 1968. (Chapters 3, 4 and 6).

Communication in Africa, Doob, Leonard W., Yale University Press, 1961. (Chapters III and IX).

Introducing Social Change: A Manual for Americans Overseas, Arensberg, Conrad M. and Arthur H. Niehoff, Chicago, Ill.: Aldine Publishing Company, 1964.

Language, Culture and Communication, Greenberg, Joseph H., Stanford University Press, 1971. (Chapters 1 and 3).

Language in Sociocultural Change, Fishman, Joshua A., Stanford University Press, 1972. (Chapters I and IV).

Language, Psychology and Culture, Lambert, Wallace, Stanford University Press, 1972. (Chapters 6 and 17).

Nonverbal Communication, Hinde, Robert A., (editor), Cambridge: Cambridge University Press, 1972. (Read especially part three).

Nonverbal Communication in Human Interaction, Knapp, Mark L., New York: Holt, Rinehart and Winston, Inc., 1972. (Chapters 1, 3, 4, 5, and 6).

Modernization Among Peasants: The Impact of Communication, Rogers, Everett M., New York: Holt, Rinehart and Winston, Inc., 1969. (Chapters 2, 8 and 16).

The Analysis of Subjective Culture, Triandis, Harry C., New York: John Wiley, 1972.

The Silent Language, Hall, Edward T., Greenwich, Conn.: Fawcett Publications, Inc., 1959. (Chapters 2, 5, 9 and 10).

Weak States in a World of Powers: The Dynamics of International Relations, Singer, Marshall R., New York: The Free Press, 1972. (Chapter 1).

Articles

1. "Toward an Understanding of Nonverbal Communication Systems" by Randall P. Harrison and Mark Knapp in The Journal of Communication, 22:4 (December, 1972), 339-354.

2. "The Cultural Basis of Emotions and Gestures" by Weston LaBarre in Journal of Personality, XVI (1947).

3. "The Communication of Meaning Across Cultures" by Ray Wood, et al., in The Journal of Communication, 21:2, (June, 1971).

INTERCULTURAL COMMUNICATION

La Ray M. Barna

Portland State University

Outline of Course Content with Suggested Readings

Purchased texts include two books (1) The Silent Language by Edward T. Hall referred to as SL and (2) The Hidden Dimension by Edward T. Hall referred to as HD and two pamphlets (1) Communications: The Transfer of Meaning, referred to as Communications, and (2) What Everyone Should Know About Semantics, referred to as Semantics.

I. Background

A. Definition of culture and examples of cultural differences

SL: pp. 9-13, 31-41, 99-105
HD: pp. 188-189
Understanding Culture by John Honingmann: pp. 1-21

B. Description of the process of communication

SL: pp. 93-94
HD: pp. x, 1-6
Communications: ALL

II. Concepts needed to succeed in interpersonal communication

Global Village Conversation by Reginald Smart (whole pamphlet)

A. How evaluation interfered with understanding

"The Study of Intercultural Communication in Liberal Education" by William S. Howell in Pacific Speech, Vol. II, No. 4, May, 1968 (regular library or handout)

1. The process of inferential reasoning

2. The difference between description and evaluation

B. What influences perception

1. Culturally-induced selection (of what to look at) and interpretation

HD: pp. 77-90
"The Face of the Enemy" by Jerome D. Frank in Psychology Today, November, 1968.
Impressions of the U.S. by Sophie Hollander

2. Predispositions or stereotypes

"Nationality and Social Perception" by Bryant Wedge in Journal of Communication, December 1966.

"How Others See Us" by William Buchanan, pp. 1-12 in America Through Foreign Eyes, The Annals of the American Academy of Political and Social Science, September 1954.

Children's Views of Foreign Peoples by Lambert and Klineberg (research studies to skim)

3. Individual differences

HD: pp. 41-75

4. Anxiety

HD: pp. 165-180
Release from Nervous Tension by David H. Fink

III. Verbal Symbolization (language)

A. Culture contrasts and question of linguistic determinism

SL: pp. 91-94, 106-110
Understanding Culture by John Honingmann: pp. 143-163
"It Loses Something in the Translation" by Paul A. Kolers in Psychology Today, May 1969.

B. Semantic problems

Semantics: ALL
"Psychological Barriers to Communications" by Daniel Katz in Communication and Social Action, The Annals of the American Academy of Political and Social Science, March 1947, pp. 17-26.

IV. Nonverbal Communication

A. Symbolic gesture, paralanguage (vocal inflections), and kinesics (bodily movement)

"The Cultural Basis of Emotions and Gestures" by Weston LaBarre in Journal of Personality, XVI (1947), pp. 49-68.

"How to Read Body Language" in Reader's Digest, Dec. 1969 or Glamour, Sept. 1969.

"The Cultural Perspective" by Margaret Mead in Communication or Conflict, by Mary Capes, Chapter 1.

B. Language of Time

SL: pp. 15-30, 128-145

C. Language of Space (proxemics)

SL: pp. 146-164
HD: pp. 91-164

D. Hall's Primary Message System

V. SL: pp. 42-62, 165-168, 171-176, and p. 92

The establishment of culture in man

SL: pp. 66-91, 111-127

Other References:

Customs and Crises in Communication, Irving J. Lee, esp. "A Point of View" by A. Averchenko.

Neglected Aspect of Foreign Affairs, Charles Frankel, esp. Chapter 7 (pp. 99-112).

Culture and Communication, Robert Oliver

Goal

The goal of this class is to help you to develop an insight into the problems inherent in interpersonal intercultural communication and a sensitivity to the signs of meaning and emotion that come through the frame of reference of someone from another ethnic group. This is not an easy task.

Those of you who are students from another country have already felt some degree of "culture shock" and the frustrations of having ideas

and feelings you cannot share. You have probably attributed this to the language barrier, and rightly so, but there are undoubtedly other factors that interefered as well. This class may help to bring them to your awareness and, therefore, put you closer to a solution.

American students will find the course to be a magnified look at the basic principles of all communication, as well as preparation for the time they find themselves among strangers, whether it be in this country or another one.

Activities

To be able to successfully communicate with someone from another culture, you must "know" that he has different customs, goals, and thought patterns from your own--but this is not enough. You must be aware of unspoken codes, and somehow be able to relate his actions, which result from his feelings, to your own experiences. Only then can you get beyond the superficial meanings or avoid errors.

For this reason the course will not be a series of lectures about communication or about culture. The class will revolve around you as a participant--in individual conversations, small group discussions, even role-playing or simulated cross-cultural experiences. Your ideas will be respected and your help is needed.

You are encouraged to take this class on a pass/no-pass basis. Your grade will depend on attendance, your active participation in class discussions and class projects, notes on communication experiences, and a term paper in which you will fill in a course content outline according to your own analysis and interpretation.

CROSS-CULTURAL COMMUNICATION

Jerry L. Burk

University of Detroit

Course Description

An analysis of the nature of cultural and racial identities and their effects upon human communication behavior. Emphasis is upon helping the student understand human interaction in cross-cultural and interracial communication encounters through an acquaintance with theories of communication, culture, and perception.

Texts

1. Rich, Andrea L. Interracial Communication. New York: Harper & Row Publishers, 1974.

2. Samovar, Larry A. and Porter, Richard E. (Eds.), Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

Premises Concerning Man's Constitutional and Cultural Nature: (Kessing, 1958, pp. 49-50)

1. Man is a member of the animal kingdom. Humans are linked in a total web of biological life with all other organisms. As the Chinese philosopher put it, "Man is kinsman to all nature."

2. Modern men, like all other living organisms, are products of a vast and dynamic process of evolution. This development has proceeded from simpler and more generalized forms to complex and more specialized forms. Man is still a notably generalized animal, with a potential for much further development.

3. Man is in important respects a unique animal. This shows above all in his capacity for precise symbolic communication, particularly through language, and so for learning and storing experience (culture).

4. In broader perspective, all living men have essentially similar characteristics. But the nearer look shows great variability in populations and in individuals--specializations in constitution and in behavior.

5. Throughout the lifetime of each individual a constant interplay is going on between hereditary potentialities and environmental influences. The human constitution and behavior take their shape from a complex interaction of genetic, habitat, and sociocultural factors. These mesh in a notably definitive way during growth to mold the adult, and of course every individual becomes in the process to some degree different and unique.

6. Man is not standing still. The constitutional characteristics of groups and individuals are being constantly modified with each generation and lifetime. Cultural traditions also undergo modification.

Premises Concerning the Relationship of Communication and Culture: (Gleeson and Wakefield, 1968, pp. v-vi)

1. The relation between language and culture is a necessary consideration in any fruitful discussion of communication, no matter how practical or limited in scope it may appear; many fallacies and trivial conclusions follow when this complex relation is overlooked.

2. The relation is reciprocal: the form of communication influences (and some would have it determines) the form of culture; the form of culture influences the form of language and language used.

3. The study of communication at its limits is extremely valuable, and leads to an understanding of the potentialities and limitations of the culture and cultural elements otherwise difficult to attain.

Schedule of Activities

Week 1
Major Theme: CULTURE AND COMMUNICATION
1. "Introduction to Interracial Communication" (Rich, 1-16)
2. "An Overview of Intercultural Communication" (Porter, SP 3-17)
3. "What is Intercultural Communication?" (Sitaram, SP 18-23)
** Recommended Reading: "Problems of Cross-Cultural Communication Research" (Chu, SP 303-309)

Week 2
Major Theme: SELECTIVITY AND FILTERING
1. "Perception, Prejudice, and Interracial Communication" (Rich, 17-42)
2. "Cultural Factors in the Structuralization of Perception" (Hallowell, SP 49-68)
3. "Time and Cool People" (Horton, SP 84-96)
** Proposal for Assignment I

Week 3
Major Theme: IMAGES AND BEHAVIOR
1. "Stereotypes and Interracial Communication" (Rich, 43-64)
2. "Nationality and Social Perception" (Wedge, SP 69-75)
3. "Racial Ethnocentrism and Judgement of Beauty" (Martin, SP 76-79)
** Recommended Reading: "Directions for Intercultural Communications Research" (Becker, SP 310-319)
** Assignment I Due.

Week 4
Major Theme: CULTURE AND CONTEXTS
1. "Role, Culture, and Interracial Communication" (Rich, 65-86)
2. "Rapping in the Black Ghetto" (Kochman, SP 141-152)
3. "The Effects of Negro and White Dialectical Variations Upon Attitude" (Buck, SP 153-158)
** Inventory I

Week 5
Major Theme: DISPOSITION AND BEHAVIOR
Minor Theme: Culture of Poverty
1. "Beliefs, Attitudes, Values, and Interracial Communication" (Rich, 87-124)
2. "Cross-Cultural Studies" (Price-Williams, SP 35-48)
3. "Interpersonal Communication Within Transracial Contexts" (Smith, SP 285-300)
** Recommended Reading: "Ethnographic Communication: Mandate for a Social Ethic" (Burk, SP 320-327)
** Proposal for Assignment II

Week 6
Major Theme: CODES AND COMMUNICATION
Minor Theme: Native American Cultures
1. "Language and Interracial Communication" (Rich, 125-160)

2. "The Gift of Tongues" (Kluckhohn, SP 101-113)
3. "The Sapir-Whorf Hypothesis" (Hoijer, SP 114-122)

** Assignment II Due

Week 7

Major Theme: WORDS AND NOT-WORDS
Minor Theme: Chicano Culture

1. "Interracial Implications of Nonverbal Communication" (Rich, 161-196)
2. "Paralinguistics, Kinesics, and Cultural Anthropology" (La Barre, SP 172-180)
3. "Proxemics: The Study of Man's Spatial Relations" (Hall, SP 205-219)

** Inventory II

Research Projects

Assignment I: Option A (Maximum 7 pages)

Topic: How are Differences in Culture Revealed Through Perceptual Behavior?

A primary goal of this course is to understand and appreciate the influence of culture upon communication. Perceptual behavior is significant in human communication behavior for the context of messages is directly influenced by this process. This written assignment option encourages you to analyze the nature, functions, effects, and significance of perceptual behavior by research focusing upon: (1) attributes of culture, (2) attributes of human communication, and (3) the influence of perception upon emergent culture and human communication systems. Your paper should include the following:

1. What is culture?
2. What is communication?
3. How do culture and communication interact to limit or focus perception?
4. Could cross-cultural/interracial communication problems begin at the level of perception?
5. Which comes first—culture or communication or perception?
6. How does an understanding of perception help you understand cross-cultural/interracial communication?

Assignment I: Option B (Maximum 7 pages)

Topic: "How Do Cultural and Racial Differences Manifest Themselves in Communication Behavior?"

A primary goal of this course is to understand and appreciate the influence of culture and race upon human communication behavior. This written assignment option encourages you to analyze the influence of culture and race to determine the nature and significance of that effect. Your paper should address the following:

1. What constitutes a racial or cultural difference between individuals?
2. How does communication behavior influence cultural and racial identity?
3. Do individuals with differeing cultural and racial identities have differeing communication systems?
4. Why do communication transactions across cultural and racial lines seem to fail frequently?
5. What are the advantages of understanding the nature of cultural or racial identities and human communication systems?

Assignment II: Option A (Maximum 7 pages)
Topic: Cultural or Racial Group Analysis

A primary objective of this course is to address the effects of cultural or racial identity upon human communication. This written assignment option provides an opportunity for you to observe, analyze, and evaluate the communication behavior across cultural or racial lines. This should help you refine and conceptualize the effects of cultural and racial identities upon communication behavior. Your paper should include the following:

1. What was the cultural or racial composition of the group you observed?
2. Were there differences in communication behaviour which may be attributable to the cultural or racial identity of the group?
3. Was nonverbal communication behavior highlighted in the group's communication interaction?
4. Did you become aware of attitudes, beliefs, or values that may interfere with effective communication between your group and a naive individual?
5. Did you become aware of phrases, references, or words which would make your group "bristle" thus interfering with communication?
6. What sort of advice would you give a naive individual wishing to communicate effectively with your group?

Assignment II: Option B (Maximum 7 pages)
Topic: Cultural or Racial Group Analysis

A primary objective of this course is to address the effects of culture and racial identity upon human communication. This written assignment option provides an opportunity for you to research, analyze, and evaluate a cultural or racial group with whom you have not had direct contact. You will focus upon the nature of the cultural or racial group identity and draw inferences for communication interaction. It is advisable to find different authors' discussions of your selected group. The more points of view you become aware of, the more complete your analysis may be. Follow the guidelines and questions in Assignment II: Option A, and feel free to supplement those questions with information that is significant to your group particularly.

Selected Bibliography:

I. Culture and Communication:

Brown, Roger. Words and Things. New York: The Free Press, 1958.

Dance, Frank E. X. Human Communication Theory. New York: Holt, Rinehart, and Winston, Inc., 1967.

Eitzen D. Stanley. Social Structure and Social Problems in America. Boston: Allyn and Bacon, Inc., 1974.

Gleeson, Patrick and Wakefield, Nancy (Eds.) Language and Culture. Columbus: Charles E. Merrill Publishing Co., 1968.

Gumpers, John J. and Hymes, Dell (Eds.) Directions in Sociolinguistics. New York: Holt, Rinehart, and Winston, Inc., 1972.

Hymes, Dell (Ed.) Language in Culture and Society. New York: Harper & Row, Publishers, 1964.

Keesing, Felix M. Cultural Anthropology. New York: Holt, Rinehart, and Winston, 1958.

Kessler, Evelyn. Anthropology: The Humanizing Process. Boston: Allyn and Bacon, Inc., 1974.

Prosser, Michael (Ed.) Intercommunication Among Nations and Peoples. New York: Harper & Row, Publishers, 1973.

Smith, Alfred (Ed.) Communication and Culture. New York: Holt, Rinehart, and Winston, 1966.

II. Selectivity and Filtering:

Forgus, Ronald H. Perception. New York: McGraw-Hill Book Co., 1966.

Hastorf, Albert H., Schneider, David J. and Polefka, Judith. Person Perception. Reading, Mass: Addison-Wesley Publishing Co., 1970.

Krech, David and Crutchfield, Richard S. Elements of Psychology. New York: Alfred A. Knopf, Inc., 1958.

McGuire, William J. "The Nature of Attitudes and Attitude Change," in Gardner Lindzey and Elliot Aronson (Eds.), The Handbook of Social Psychology. 2nd Ed., Vol. III, Reading, Mass.: Addison-Wesley Publishing Co., 1969.

Mortensen, C. David, Communication: The Study of Human Interaction. New York: McGraw-Hill Book Co., 1972.

Rokeach, Milton. Beliefs, Attitudes, and Values. San Francisco: Jossey, Bass. 1968.

Vernon, M. D. The Psychology of Perception. Baltimore: Penguin Books, 1963.

III. Images and Behavior:

Boulding, Kenneth E. The Image. Ann Arbor: The University of Michigan Press, 1956.

Brown, Roger. Social Psychology. New York: Free Press, 1965.

Collins, Barry E. Social Psychology. Reading, Mass.: Addison-Wesley Publishing Co., 1970.

DeVito, Joseph. The Psychology of Speech and Language. New York: Random House, Inc., 1970.

Jones, James M. Prejudices and Racism. Reading, Mass.: Addison-Wesley Publishing Co., 1972.

Krech, David and Crutchfield, Richard S. Theory and Problems of Social Psychology. New York: McGraw-Hill Book Company, Inc., 1948.

Simpson, George E. and Yinger, J. Milton. Racial and Cultural Minorities. 4th Ed. New York: Harper & Row, Publishers, 1972.

Tagiuri, Renato and Petrullo, Luigi. Person Perception and Interpersonal Behavior. Stanford, Calif.: Stanford University Press, 1958.

Tubbs, Stewart L. and Moss, Sylvia. Human Communication, An Interpersonal Perspective. New York: Random House, Inc., 1970.

IV. Culture and Contexts:

Carroll, John B. Language and Thought. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Doob, Leonard W. Social Psychology. New York: Henry Holt and Company, Inc., 1952.

Duncan, Hugh Dalziel. Communication and Social Order. London: Oxford University Press, 1962.

Lindesmith, Alfred R. and Strauss, Anselm L. Social Psychology. 3rd Ed. New York: Holt, Rinehart and Winston, Inc., 1968.

Manis, Jerome G. and Meltzer, Benard N. (Eds.) Symbolic Interaction. Boston: Allyn and Bacon, Inc., 1967.

Mead, George Herbert. Mind, Self, and Society. Chicago: University of Chicago Press, 1964.

Shibutani, Tamotsu. Society and Personality. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.

V. Disposition and Behavior:

Bem, Daryl J. Behavior, Attitudes, and Human Affairs. Belmont, Calif.: Brooks/Cole Publishing Co., 1970.

Cohen, Arthur P. Attitude Change and Social Influence. New York: Basic Books, Inc., 1964.

Cronkhite, Gary. Persuasion: Speech and Behavioral Change. Indianapolis: The Bobbs-Merril Publishing Co., 1969.

Hollander, Edwin P. Principles and Methods of Social Psychology. New York: Oxford University Press, 1967.

Kiesler, Charles A., Collins, Barry E. and Miller, Norman. Attitude Change--Critical Analysis of Theoretical Approaches. New York: John Wiley & Sons, Inc., 1969.

Miller, George A. Communication, Language, and Meaning. New York: Basic Books, Inc., 1973.

Zembardo, Philip and Ebbesen, Ebbe B. Influencing Attitudes and Changing Behavior. Reading, Mass.: Addison-Wesley Publishing Co., 1969.

VI. Codes and Communication:

Alexander, Hubert G. Meaning in Language. Glenview, IL.: Scott, Foresman, and Company, 1969.

Benjamin, Robert L. Semantics and Language Analysis. Indianapolis: The Bobbs-Merrill Company, 1970.

Chase, Stuart. The Tyranny of Words. New York: Harcourt, Brace, and World, Inc., 1964.

Condon, John C. Semantics and Communication. New York: The Macmillan Company, 1966.

Hayakawa, S. I. Language in Thought and Action. 2nd Ed. New York: Harcourt, Brace and World, Inc., 1964.

Kluckhohn, Clyde. Mirror for Man. New York: McGraw-Hill Book Company, Inc., 1949.

Miller, George A. Language and Communication. New York: McGraw-Hill Book Company, Inc., 1951.

VII. Words and Not-Words:

Barnlund, Dean (Ed.) Interpersonal Communication: Survey and Studies. Boston: Houghton Mifflin, 1968.

Eisenberg, Abne M. and Smith, Ralph R. Nonverbal Communication. Indianapolis: The Bobbs-Merrill Company, Inc., 1971.

Goffman, Erving. The Presentation of Self in Everyday Life. Garden City, NY: Doubleday Anchor Books, 1959.

Hall, Edward T. The Silent Language. Greenwich, Conn: The Fawcett Premier World Library, 1959.

Johnson, Wendall. People in Quandaries. New York: Harper & Row, Publishers, 1946.

Mehrabian, Albert. Silent Messages. Belmont, Calif.: Wadsworth, 1971.

Watzlawisk, Paul, Beavin, Janet, and Jackson, Don. Pragmatics of Human Communication. New York: W. W. Norton & Company, Inc., 1967.

A. Culture of Poverty:

Barker, Larry L. and Kibler, Robert J. (Eds.) Speech Communication Behavior. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1971.

Bernstein, Basil. "A Public Language: Some Sociological Implications of a Linguistic Form." British Journal of Sociology. Vol. X. No. 4, (December, 1959), pp. 311-327.

Bernstein, Basil. "Elaborated and Restricted Codes: Their Social Origins and Some Consequences," American Anthropologist. Vol. 66, No. 6, Part 2 (December, 1964), pp. 55-70.

Bernstein, Basil. "Language and Social Class," British Journal of Sociology. Vol. XI, No. 3, (September, 1960), pp. 271-277.

Bernstein, Basil, "Some Sociological Determinants of Perception," British Journal of Sociology. Vol. IX, No. 2, (June, 1958), pp. 159-175.

Halsey, A. H., Floyd, J., and Anderson, A. (Eds.) Society, Economy, and Education. Glencoe: Free Press, 1961.

Mussen, Paul H., Conger, John J., and Kagan, Jerome. Readings in Child Development and Personality. New York: Harper & Row, Publishers, 1970.

Williams, Fred (Ed.) Language and Poverty. Chicago: Markham Publishing Company, 1970.

B. Native American Cultures:

Burk, Jerry L. "Oklahoma Seminole Indians: Orgin, History, and Pan-Indianism," The Chronicles of Oklahoma. Vol. LI, No. 2, (Summer, 1973), pp. 211-233.

Cahn, Edgar (Ed.) Our Brother's Keeper: The Indian in White America. New York: World Publishing Co., 1969.

Debo, Angie. A History of the Indians of the United States. Norman: The University of Oklahoma Press, 1970.

DeLoria, Vine Jr. Custer Died for Your Sins. New York: Avon Books, 1969.

DeLoria, Vine Jr. We Talk, You Listen. New York: Delta Books, 1970.

Steiner, Stan. The New Indians. New York: Delta Books, 1968.

Van Every, Dale. Disinherited: The Lost Birthright of the American Indian. New York: William Morrow & Company, 1966.

Waddell, Jack O. and Watson, O. Michael. The American Indian in Urban Society. Boston: Little, Brown, and Company, 1971.

C. Chicano Culture:

Burma, John H. (Ed.) Mexican-Americans in the United States: A Reader. Cambridge, Mass.: Schenkman Publishing Company, Inc., 1970.

Galarza, Ernesto, Gallegos, Herman, and Samora, Julian, Mexican-Americans in the Southwest. Santa Barbara: McNally & Loftin, Publishers, 1970.

Galarza, Ernesto. Merchants of Labor: The Mexican Bracero Story. Charlotte: McNally and Loftin, Publishers, 1964.

Grebler, Leo, Moore, Joan W., and Guzman, Ralph C. The Mexican-American People. New York: The Free Press, 1970.

Lewis, Oscar. Five Families. New York: Mentor Books, 1959.

Moquin, Wayne, Van Doren, Chalres, and Rivera, Feliciano (Eds.) A Documentary History of the Mexican Americans. New York: Praeger Publishers, 1971.

INTERCULTURAL COMMUNICATION

Fred L. Casmir

Pepperdine University

Purpose of the Course

This is an introductory survey course intended for students with a variety of interests and a variety of backgrounds, including but not

limited to academic majors in communication, communication theory, journalism, education, religion, social sciences, and anthropology. It is assumed that students have been exposed to at least a minimum of contemporary material or thought in the area of human communication, although expertise in the field is not required for this course.

The course is intended to provide both practical and theoretical insight into challenges and difficulties in human communication which result when representatives of different cultures interact. Intercultural communication for the purposes of this course will be thought of as communication between individuals and small groups of individuals representing different cultural experiences and backgrounds, including subcultures within nations, and cultural groups from different nations.

Specific Purposes

Students will become acquainted with major concepts and terms relating to human communication and intercultural communication. Each participant in the class will be given an opportunity to immerse himself in some specific project, relating to his interests in intercultural communication.

Problems arising from cultural differences, problems standing in the way of intercultural interaction, will be considered.

Means and techniques of overcoming problems in intercultural communication will be considered.

Students will become acquainted with a number of organizations and resources available to the student of intercultural communication. Training and training designs or techniques for practitioners of intercultural communication will be briefly considered.

In a very real sense of the word, this is a course with "practical applications of important communication principles." The fact that we live in a "shrinking" world has been stressed too often, and has become too apparent a fact to need extensive explanation. However, culturally caused problems in communication occur also within nations, between ethnic and racial groups, and educational or age groups. Since more and more individuals work in positions which require interaction or communication with culturally "different" individuals, specific consideration of this area is required.

Term Assignment

Students taking the course for graduate credit should consult with the instructor during the first or second week of the trimester to determine their term project. All other students may select a project suitable to their needs and interests, since this course will allow development of areas relating to a variety of fields and needs ranging from missionary preparation to anthropology and communication theory.

Suggested Projects

Projects do not have to be limited to the following areas or suggestions. Students are encouraged to be creative in the fulfillment of this requirement.

TRAINING FOR INTERCULTURAL COMMUNICATION

Study, in depth, of some specific training device, like simulation techniques.

Study of some training program operated or directed by a large organization like the Mormon church (BYU) or the Peace Corps.

Critical evaluation of the techniques used, the materials used, the successes and failures of these approaches, would be the major approach if this kind of study is chosen.

CASE STUDIES IN INTERCULTURAL COMMUNICATION

Study of a school or school district which has become racially integrated.

An acculturation study of some specific foreign student or group of foreign students at a U.S. university.

Specific studies of missionaries who "failed" or "succeeded"--teams and individuals.

LITERATURE RESEARCH

Development of extensive reading lists and evaluation of articles, books, etc. dealing with intercultural communication.

As already mentioned, these are merely suggestions to help students think. Source materials, such as the ones developed at BYU and made available to students in this course, can also serve in the development of this project. Another possible project could be the development of a training manual or teaching material for some specific religious, educational, political or other group involved in intercultural communication.

Application of general concepts in human communication, after review of the findings in a variety of fields or areas, showing their relationship to intercultural communication, could be a project for a student specifically interested in human communication theory.

WEEK	ASSIGNMENTS
1	Introduction to the Course
2	Samovar and Porter: Section I
3	Samovar and Porter: Section II
4	Samovar and Porter: Section II
5	Samovar and Porter: Section III
6	Samovar and Porter: Section III cont. MIDTERM TEST
7	Samovar and Porter: Section IV
8	Samovar and Porter: Section IV cont.

9	Samovar and Porter: Section V
10	Samovar and Porter: Section V cont.
11	Rich: Chapters 1-4
12	Rich: Chapters 5-8
13	STUDENT DIRECTED SESSIONS
14	STUDENT DIRECTED SESSIONS. Written Reports due Monday of this week.
	FINAL WRITTEN EXAMINATION

VALUES IN TRANSITION IN A PLURALISTIC SOCIETY

Clifford Clarke

Jack May

Stanford University

Course Description

This course will investigate the confrontations experienced by individuals in transition between diverse cultural environments. These will include the psychological, sociological, as well as intellectual spheres of influence. While focusing on the role of the individual in this interaction, cognitive frameworks will be presented and discussed in a lecture-workshop format, to aid in understanding how culture influences the personal value and attitude systems of those involved. Through this self-awareness students will begin to comprehend the importance that these systems maintain in individual styles of communication.

In order to understand the dynamics and consequences of these confrontations, intercultural communication at the interpersonal level becomes a useful and necessary tool. Through its study one's orientation to the cross-cultural experience may become less of a monocultural threat and more of an expanding multicultural approach to human interaction.

In addition to understanding this role of the individual (specifically on the university campus as an immediate example of a pluralistic society), this course will concentrate on the application of intercultural communication to present and future relevant problems in the vocations of medicine, business, education, etc.

The intent is to develop not only an empathic understanding of but also an effective approach to future developments in the imperative for a pluralistic society.

Course Objectives

1. To help students understand the models, concepts, and applications of the field of intercultural communication.
2. Students will become aware of the nature of culture and how it influences our perception.

3. To bring together students of diverse domestic and international cultural groups in an informal setting, to not only study but also take part in the complexity of personal interaction in an intercultural micro-environment (the class).

4. To bring students to an awareness of their own possible ethnocentricities in order to develop a multicultural approach to human interactions.

5. To present a combined theoretical and experiential approach to the study of intercultural communication in order to have a broader influence on value systems.

6. To facilitate a "transcultural sensitivity" to the intercultural experience.

7. To assist the student in finding a useful application of intercultural communication to his/her own vocational interest.

8. To bring this personal awareness to an awareness of the Stanford community through individual and group student projects.

9. To bring together the available resources of the Stanford community in a concerted effort to demonstrate a definite interest in this field.

Rationale

1. A large minority of the Stanford student population is composed of students from diverse cultural backgrounds, composing an ideal example of an intercultural environment. However, to date there is no course both studying and furthering the positive understanding and interaction of these ethnic groups. This course will accomplish both.

2. It will also serve as a pilot study for investigating its own continuation, or that of possible alternatives.

3. The fallacy of cultural pluralism as an end in itself has been documented (Patterson, 1969); this course views it as a necessary means to developing multicultural understanding and international synergy.

4. The news media makes it apparent that isolationist policies of any kind are no longer effective means to survival; the application of intercultural communication in all vocations is an imperative to interaction in North America and the world.

Course requirements

1. The student is expected to read and be ready to discuss all the required readings, and to attend all classes.

2. Students will be encouraged to maintain a journal of their own change-process with regard to their own role in this alternative self-awareness.

3. Each student will select for study (a five-page paper) a micro-pluralistic society within or near the Stanford community which is in accordance with her/his vocational interests.

4. Each student as an individual or member of a group will develop a project for bringing his/her awareness to the community. (See project description).

Evaluation will be determined by the student's performance in the above requirements, as seen by both student and instructors.

Action component - project description

Possible means for implementing this course as an educational instrument for informing the community will be discussed in class in order to make use of the variety of available opinions. Students will be assisted in developing dorm-discussion groups, participating in small panel discussion, arranging intercultural group activities, and luncheon speakers in an effort to accomplish the class goals. In addition to these, personal creativity in novel ideas will be encouraged. These projects are meant as a learning experience for all.

Course format

Most courses either deal with the cognitive or the behavioral elements of teaching. This course attempts to integrate both of these into a cohesive complementing approach to the topic of intercultural communication. Each lecture portion will be followed by a workshop section in which the students will be able to discuss and experience the presented topics. The purpose is to influence the students on as many sides as possible.

Course Outline and Readings

(R) = required reading
(r) = recommended reading

1. Introduction to intercultural communication and the approach of this course.

   Reading:

   a) An Introduction to Intercultural Communication, John C. Condon and Fathi Yousef. (Read all) (R)
   b) American Cultural Patterns: A Cross-Cultural Perspective, Edward Stewart. (Read first half) (R)
   c) "The Transitional Experience: An Alternative View of Culture Shock", Peter Adler. (R)

   Following the presentation and discussion of the above, present various case studies in point. Conduct questionnaire on value and attitude systems--to be discussed at next class.

2. Cultural pluralism as a means to understanding one's own ethnic heritage in order to begin to understand those of others. Lecture by Alfredo Castaneda

   Reading:

   a) Cultural Democracy, Bicognitive Development, and Education, Alfredo Castaneda and M. Ramirez, III. (R)
   b) "Fallacy of Cultural Pluralism", Orlando Patterson. (R)
   c) Cultural Pluralism, E. Elles. (r)

   Discuss relevancy of this concept to students' own experiences.

3. An awareness of one's own monocultural tendencies is the first step toward a multicultural view.

   Reading:

   a) American Cultural Patterns: A Cross-Cultural Perspective, Edward Stewart. (Complete reading) (R)
   b) "Transcultural Sensitization", George Spindler. (R)
   c) Dreamers without Power: Those In-Between, George Spindler. (r)
   d) Readings in Intercultural Communication, Regional Council in International Education. (Selected case studies and their analysis) (R)

   Following the discussion of the above will be visual presentation which illustrates the role cultural background plays in perception. (Procedure adopted from work by Spindler).

4. Interpersonal communications as the interactive element in cross-cultural encounters. Lecture by Prof. Rogers, and Prof. Pacanowsky.

   Reading:

   a) Bridges Not Walls, John Stewart (R)
   b) The Hidden Dimension, E. T. Hall. (Selected readings) (R)
   c) The Silent Language, E. T. Hall. (Selected readings) (R)
   d) Two articles by Everett Rogers on communication in international development. (R)
   e) Article on AID training programs designed by Pacanowsky.

   After the joint presentation by Rogers and Pacanowsky, the class will participate in the above training program and follow with a discussion of the individual's experience.

5. The skills for accomplishing the movement from a monocultural to a multicultural view of human interaction. Lecture by Clifford Clarke.

   Reading:

   a) Students as Links Between Cultures, I. Eide. (R)
   b) The Hidden Dimension, The Silent Language, E. T. Hall (Continued reading) (R)
   c) Readings in Intercultural Communication, article by Clifford Clarke. (R)
   d) Topics in Culture Learning, "Beyond Cultural Identity: Reflections on Cultural and Multicultural Man", P. Adler. (R)

   Following the lecture will be a discussion relating the above to the students' experiences in the university. Role plays and intercultural communication "games" will provide useful tools for understanding.

6. This movement as a domestic and international process.

   Reading:

   a) Intercultural Communications: A Reader, Samovar and Porter. (R)
   b) Transcultural Study Guide, VIA. (r)

   Complete discussion of previous week, and concentrate on the domestic scene. Begin implementation of individual and group projects.

7. In what areas or vocations can this approach be effective?

   Prof. Cliff Barnett to present intercultural communication in the medical field, as an example of precautions be aware of upon application.

   Reading:

   a) Modernization Among Peasants--The Impact of Communication, Rogers. (Selected reading) (R)
   b) Communication of Innovations: A Cross-Cultural Approach, Rogers. (Selected reading) (r)

   Further exploration of possible areas for application will follow the lecture.

8. Presentation and discussion of projects What was accomplished?

   There will not be any required readings this week. Students will spend their time implementing and/or finalizing projects.

9. What has been the change effected in the community, or in the class as a group?

   Lecture and discussion will be led by Vince Dandrea, M.D., psychiatrist.

   Reading:

   a) The Radical Therapist, Agel. (R)

   Discussion will focus on the university as a cultural environment, and then the group as the same.

10. Have we effected any change in ourselves, as individuals.

    Vince Dandrea, M.D. will continue in the same role.

    Reading:

    a) Selected readings by Dr. Dandrea. (unpublished).

After discussing the change-process experienced by the students, students will evaluate the usefulness and effectiveness of this course in its intent for the individuals and the community. The topic of future classes of this kind and any suggestions for alterations will terminate the discussion and the course.

PERSPECTIVES ON INTERCULTURAL COMMUNICATION: CULTURE AND COMMUNICATION IN BLACK AND LATINO AMERICA

William G. Davey

Humbolt State University

I. Objectives
   - A. To develop an awareness and understanding of the nature of culture.
   - B. To develop an understanding of the human communication process.
   - C. To identify and explore communication behavior that is culturally determined.
   - D. To apply what is known about the nature of communication and culture to the study of Afro-American and Latino communication.

II. Course Outline
   - A. The nature of culture.
     1. Culture is learned behavior.
     2. Culture provides rules for individual and societal behavior through customs, institutions, language and technology.
     3. Culture can be studied by analyzing its "Primary Message Systems". (Hall and Trager)

   - B. The nature of communication
     1. Definitions of communication.
     2. Components of communication.
        - a. Symbol systems (codes).
          - (1) Verbal systems: syntax, phonology, lexicon.
          - (2) Non-verbal systems: proxemics, objectics, haptics, etc.
          - (3) The relationship of symbol systems.
        - b. Participants in communications.
        - c. Nature of message systems.
        - d. Communication channels.
          - (1) Types of channels.
          - (2) Interrelationship of channels.
     3. Situational aspects of communication.

   - C. The relationship of culture and communication.
     1. Models of communication and culture.
        - a. Intercultural communication.
        - b. Interracial communication.
        - c. International communication.

2. Culturally determined communication behavior.
   a. Individual values and perceptions.
   b. Societal values and perceptions.
   c. Patterns of social organization.
   d. The nature of verbal and non-verbal codes.
   e. Communication intentionality.
3. The relationship of culture, communication, and social relations.
   a. Communication and cultural identity.
   b. Communication and assimilation.
   c. Communication and alienation.
   d. Communication and modernization.

D. Perspectives on culture and communication.
   1. Communication in Black America.
      a. Verbal codes.
         (1) Historical survey of Afro-American communication.
         (2) Socio-linguistic description of Afro-American dialects.
         (3) Communication intentionality and form (fancy talk, rappin', sounding', stylin' out, etc.).
      b. Non-verbal codes.
         (1) Kinesics--movement, stance, eye contact.
         (2) Objectics--dress, automobiles.
         (3) Chonemics.
      c. The Black community and social institutions.
         (1) Urban and rural communities.
         (2) Social stratification.
         (3) The Black family.
      d. Communication and social relations.
         (1) The early fight for identity and equality.
         (2) The Civil Rights movement.
         (3) Black Power.
         (4) Community organization strategies.
   2. Communication in the barrio.
      a. The Latino in the United States.
      b. Verbal codes.
         (1) Bilingualism among U.S. Latinos.
         (2) Socio-linguistic description of "Spanglish".
      c. Non-verbal codes.
         (1) Kinesics--movement, eye contact, distance.
         (2) Objectics--dress, color.
         (3) Chonemics.
      d. The Latino community and social institutions.
         (1) Analysis of urban and rural Chicano and Puerto Rican communities.
         (2) Puerto Rican and Chicano migration.
         (3) Social stratification.
         (4) The Latino family (focus on Mexican-American and Puerto Rican).
      e. Communication and social relations.
         (1) Mexican-American awareness: The Chicano Movement.
         (2) Chavez and the migrant farm workers.

(3) Modernization in Puerto Rico: Luis Munoz Marin.
(4) Social change in the urban barrio.

III. Instructional Methods
A. Lectures and discussions on selected topics.
B. Presentations by outside resource persons.
C. Multi-media presentations.
D. Student field study.

IV. Evaluation Procedures
A. Mid-term examination.
B. Oral reports.
C. Final paper.

V. Instructional Level
A. Upper division undergraduates.
B. Adaptable to lower division students.

VI. Selected Readings

Abrahams, Roger D. "Playing the Dozens". Journal of American Folklore. XXV (1962).

Acuna, Rodolfo. Occupied America: The Chicano's Struggle Toward Liberation. San Francisco: Canfield Press, 1972.

Austin, Letti J., Lewis H. Fenderson, and Sophia P. Nelson, eds. The Black Man and the Promise of America. Glenview, Illinois: Scott, Foresman, and Company, 1970.

Burling, Robbins. English in Black add White. New York: Holt, Rinehart and Winston, Inc., 1973.

Daniel, Jack L., ed. Black Communication: Dimensions of Research and Instruction. New York: Speech Communication Association, 1974.

Davey, William G. "Pan, Tierra, y Libredad: A Rhetorical Analysis of Luis Munoz Marin and the Political, Economic, and Social Modernization of Puerto Rico", (Unpublished Ph.D. Dissertation, Indiana University).

Dillard, J. L. Black English: Its History and Usage in the United States.

Dunne, John Gregory. Delano: The Story of the California Grape Strike. Rexdale, Ontario: Ambassador Books, Ltd., 1967.

Fernandez, Micho. "El Barrio Diccionario: Spanglish Made Easy". New York, August 7, 1972.

Fernandez Mendez, Eugenio, ed. Portrait of a Society: Readings on Puerto Rican Sociology. Rio Piedras: University of Puerto Rico Press, 1972.

Fishman, Joshua A., Robert L. Cooper, Roxana Ma, et. al., Bilingualism in the Barrio. U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, August 1968.

Fitzpatrick, Joseph P. Puerto Rican Americans: The Meaning of Migration to the Mainland. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

Golden, James L., and Richard D. Rieke. The Rhetoric of Black Americans. Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

Hall, Edward T. The Silent Language. Garden City, New York: Doubleday and Company, Inc., 1959.

Harms, L. S. Intercultural Communication. New York: Harper and Row, 1973.

Hoopes David. Readings in Intercultural Communication, Three Volumes, Pittsburgh: Regional Council for International Education, 1971-3.

Johnson, Kenneth R. "Back Kinesics--Some Non-Verbal Communication Patterns in the Black Culture". In Messages: A Reader in Human Communication, edited by Jean M. Civikly. New York: Random House, 1974.

Kochman, Thomas, ed. Rappin' and Stylin' Out. Urbana, Ill.: University of Illinois Press, 1972.

Lopez, Alfredo. The Puerto Rican Papers. Indianapolis: The Bobbs-Merrill Company, Inc., 1973.

Ludwig, Ed and James Santibanez, eds. The Chicanos: Mexican American Voices. Baltimore: Penguin Books, Inc., 1971.

Matthiessen, Peter. Sal Si Puedes: Cesar Chavez and the New American Revolution. New York: Random House, 1969.

Moore, Joan W. and Alfredo Cuellar. Mexican Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Pinkney, Alphonso. Black Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Problems in Understanding and Producing Sounds, Rhythm, and Intonation, Board of Education of the City of New York, Office of State and Federally Assisted Programs, English as a Second Language and Bilingual Programs, (mimeograph), February 17, 1969.

Rich, Andrea L. Interracial Communication. New York: Harper and Row, 1974.

Samovar, Larry A. and Richard E. Porter. Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

Smith, Arthur L. Language Communication, and Rhetoric in Black America. New York: Harper and Row, 1972.

Smith Arthur L. Transracial Communication. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Smith, Arthur L., and Stephen Robb, eds. The Voice of Black Rhetoric. Boston: Allyn and Bacon, 1971.

Steiner, Stan. LaRaza: The Mexican Americans. New York: Harper Colophon Books, 1970.

Stewart, William A. "Contintuity and Change in American Negro Dialects". The Florida FL Reporter. Spring 1968.

Stewart, William A. "Sociolinguistic Factors in the History of American Negro Dialects". The Florida FL Reporter, Spring 1967.

Taylor, Orlando. "An Introduction to the Historical Development of Black English: Some Implications for American Education". Washington, D.C.: Center for Applied Linguistics, 1969.

Taylor, Orlando. "Some Sociolinguistic Concepts of Black Language". Today's Speech, 19 (Spring 1971).
Vasquez, Richard. Chicano. Garden City, New York: Doubleday and Company, Inc., 1970.
Wagenhein, Kal, ed. The Puerto Ricans: A Documentary History. New York: Praeger Publishers, 1973.
Wells, Henry. The Modernization of Puerto Rico. Cambridge, Massachusetts: Harvard University Press, 1969.

PROBLEMS IN INTERCULTURAL COMMUNICATION

Edmund S. Glenn

University of Delaware

This is a seminar open to all graduate students, but designed primarily for students having majored in one of the social sciences, in philosophy, in languages, in education, or in business administration. Graduate students with backgrounds other than the ones indicated may be admitted, but are likely to find the reading load heavy: even though the course is self-contained and does not specifically depend on earlier academic work, students not already familiar with some of the literature discussed may find it difficult to meet schedules.

The level of the course makes it accessible to graduate students immediately after the Baccalaureate. More advanced graduate students, already familiar with more than half of the literature on the list, will be given additional assignments in keeping with their area of specialization.

The basic articulation of the seminar is as follows:

A. Introduction to the subject

Approach to the problem through the case method. Specific cases of misunderstanding and their analysis.

Reading: E. T. Hall, The Silent Language (first part); ETC. Special issue on intercultural communication (E. S. Glenn, ed.). O. Klineberg, The Human Dimension in International Relations.

B. The individual and his attitudes (1): Psychology

Many of the preconceptions which are naively assumed to be natural or universal are in fact developed through experience, and subject to the variations of experience with cultural setting and personal history. This will be examined in perception, experimental conditioning and concept formation, with particular emphasis on Piaget's work on the development of notions of invariance and of the concept of linear segmented time.

Reading (excerpts only, as assigned by the instructor): F. P. Kilpatrick, Explorations in Transactional Psychology; Bruner, Goodnow and Austin, A Study of Thinking; Bruner, Oliver and Greenfield, Studies in Cognitive Growth; for advanced students only; Piaget.

C. The individual and his attitudes (2): Philosophy

(a) Dichotomies between basic philosophical approaches to human understanding: apriorism vs. empiricism, Bergson vs. the Western tradition, Confucianism vs. Taoism; the placement of the attitudes described in history.

Reading: Plato, Phaedo; Locke, Essay on Human Understanding; A. Waley, Three Ways of Thought in Ancient China.

(b) Is there such a thing as public philosophy? The great men theory vs. the sociological approach.

Reading: F. S. C. Northrop, The Meeting of East and West; D. T. Suzuki, Lectures on Zen Buddhism; E. Durkheim, The Elementary Forms of the Religious Life.

D. Society and its attitudes (1): understanding the primitive.

Magic and myth as forms of understanding. Australian aborigines and European peasants. Totemism, kinship and the organization of society. Levy-Bruhl and the criticism of his theses.

Reading: A. I. Hallowell, "Ojibwa metaphysics of being and the perception of persons", in Taiguri and Petrullo, eds., Person Perception and Interpersonal Behavior; J. Fraser, The Golden Bough; P. Radin, The World of Primitive Man; L. Levi-Strauss, Totemism Today; for the advanced students only: Levy-Bruhl.

E. Society and its attitudes (2): the mainstream of evolution.

The dichotomous tradition in sociology. Gemeinschaft and Gesellschaft. Syntheses in utopia and in reality; the Ottoman Empire, Indian castes. Ascription and achievement. Stagnation and development.

Reading: T. Parsons and E. Shills, eds., Toward a General Theory of Action; L. Pye, Politics, Personality and Nation Building; K. Nair, Blossoms in the Dust; E. E. Hagen, On the Theory of Social Change; for advanced students only: F. Toennies, Gemeinschaft and Gesellschaft; M. Weber, Essays on the Theory of Science, Economy and Society; T. Parsons, The Social System.

F. Oppositions within Western thought (1).

The Continental and the British traditions. Common and civil law. Soviet jurisprudence. Russia. The Iberic world. France. Britain and the United States.

Reading: K. Pribram, Conflicting Patterns of Thought; mimeographed material prepared by the instructor.

G. Oppositions within Western thought (2): History.

Patterns of credibility in the Middle Ages, the Renaissance, the Baroque, Enlightenment, Romanticism.

Reading: J. Huinziga, The Waning of the Middle Ages; Machiavelli The Prince; B. Wiley, The Eighteenth Century Background; L. Mumford, The City in History; M. Peckham, Beyond the Tragic Vision; T. Babbitt, Rousseau and Romanticism.

H. Pathology in culture and society.

Reaction against information overload. Reaction against culture contact. Failure of the culture to reach the lower social classes. Prejudice. Nazism.

Reading: L. Festinger, The Theory of Cognitive Dissonance; G. W. Allport, The Nature of Prejudice; H. Cantril, Psychology of Social Movements; E. Cassirer, The Myth of the State; V. Lanternari, Religions of the Oppressed; E. Hoffer, The True Believer, The Ordeal of Change; H. Kohn, The Mind of Germany; P. Viereck, Metapolitics; literature of nativism: each student will select (with the assistance of the instructor) an article from the anthropolgical literature on nativism, with specific reference to Cargo Cults, messianic movements such as Kimbangism, etc.; LeRoi Jones and L. Neal, eds., Black Fire; for advanced students only: E. Erikson, Childhood and Society.

I. Language: tool, obstacle and instrument of analysis.

The Sapir-Whorf hypothesis. The Lenneberg objection. Langue and parole. The Berstein and the Glenn analyses.

Reading: B. L. Whorf, Language, Thought and Reality; B. Berstein, "Restricted and Elaborated Codes," American Anthropolgist, December 1964; E. S. Glenn, Meaning and Behavior, Communication and Culture; for advanced students only: R. Brown, Words and Things; L. S. Vygotsky, Thought and Language; E. Cassirer, Philosophy of Symbolic Forms.

J. The communication situation.

The situational variable. Who? Where? When? With whom? In whose presence? Open and secret diplomacy.

Reading: L. Doob, Communication in Africa; B. M. Wedge, Foreign Visitors, How They See Us.

K. Simulation.

A role playing exercise, in which the student attempts to communicate with an actor playing the part of a "contrast-American", i.e., someone from a fictitious culture with attitudes and values diametrically opposed to American ones.

Reading: F. Kluckhohn and F. Strodbeck, Variations in Value Orientations.

L. Field Work.

Each student will establish contact with a group representative of a sub-culture distant from the student's own: club, church group, business organization, police or fire department, labor union, etc. The student will not assume any false identity and introduce himself as what he is: a graduate student in communication. He will try to determine the kind of communicative structure which carries credibility with the group, the inner structure of the group's own communication, the group's self-image, and the group's image of other significant parts of the human environment. A term paper on the experience will be prepared by each student.

The philosophy of the course is based on bringing out that a common analytical approach can be applied to the various fields touched upon: individual and societal attitudes, as well as situational influences. The analytical concepts to be mainly used are those of the opposition between associative and abstractive, or universalizing and particularizing approaches, the concept of information overload, those of cognitive consonance and dissonance, of reciprocal group and individual reinforcement, etc.

The method calls for large participation on the part of students. In addition to the regular seminar, the instructor hopes for one or two individual tutorial sessions with each participant. To the extent of the possible, each student will be able to progress at his own pace.

Additional reading list. Over and above the reading listed in connection with the various articulations of the course (in most cases only excerpts will be required, though the reading of entire books will be encouraged), the following books will be suggested to students, in accordance with the latter's main area of interest:

Goodnough, Co-operation in Change; S. I. Hayakawa, Language in Thought and Action; Heilbroner, The Making of Economic Society; H. Werner, Comparative Psychology of Mental Development; D. Lerner, The Passing of Traditional Society; Talmon, The Origins of Totalitarian Democracy; C. Friederich, Totalitarianism; K. Deutsch, The Nerves of Government; H. Kohn, Pan-Slavism; J. Woddis, Africa: The Way Ahead; Lynd, Middletown in Transition; Gans, The Levittowners and The Urban Villagers; Warner, Democracy in Jonesville; Bennet, Passin and McKnight, In Search of Identity; Malinowski, Argonauts of the Western Pacific; Harrison, Savage Civilization; Wylie, Village in the Vaucluse; Hamady, Temperament and Character of the Arabs; Diaz del Castillo, Discovery and Conquest of Mexico; D. R. Morris, The Washing of the Spears; Herring, History of Latin America; Mehnert, Soviet Man; Tucker, Soviet Political Mind; Chandra-Sekhar, Red China; Linton, The Tree of Culture; Benedict, Patterns of Culture; Lynd, Shame and Guilt; Goldstein, The Organism;

Kenniston, The Uncommitted; Donvan and Adelson, The Adolescent Experience; Baldwin, Theories of Child Development; White, Nobody Wanted War; Moraze, Les Bourgeouis triomphants; Hall, The Hidden Dimension; J. K. Galbraith, The Affluent Society; J. K. Galbraith, The New Industrial State.

COMMUNICATION AND INTERNATIONAL UNDERSTANDING

D. Ray Heisey

University of Louvain

Course Description

The purpose of the course is to examine theoretical and case studies in international communication which here refers to the exchange of meaning and understanding between persons, groups, representatives, government officials, and cultures of different nations. The focus is on the study of communication at the international level rather than on the student experiencing or improving personal communication with persons of other nations. Hopefully, exposure to, and analysis of, the literature in international communication will increase individual awareness and promote understanding of the barriers and approaches, problems and solutions to the communicative dynamics of the international community.

Course Topics

I. Introduction to Communication and Its Role in International Understanding
   - A. An Approach to Human Communication Theory
   - B. Education for Improving International Understanding
   - C. Communication: The Matrix of International Equilibrium

II. Overview of Communication in the Development of Civilizations
   - A. Greek
   - B. Roman
   - C. Oriental
   - D. Modern

III. Communication and Change in the Growth of Developing Countries
   - A. In Africa
   - B. In India
   - C. In China
   - D. In Latin America

IV. The Role of Communication in Cultural and Educational Exchange
   - A. Barriers to Communication
   - B. Aids to Communication
   - C. Communication Effects

V. Nonverbal Communication of Cultures
   A. Perception
   B. Culture as a Form of Communication
   C. Varieties of Communicative Behaviors

VI. The Language of International Politics and Diplomacy
   A. Semantics and Linguistics
   B. Images and Symbolism in Political Language
   C. Perceptual Variables Affecting Political Language

VII. Propaganda, Public Information Systems, and the Mass Media
   A. Projecting National Images Abroad
   B. Mass Persuasion at Home
   C. Madison Avenue Imperialism

VIII. The Role of Communication in International Conflict
   A. Theories of International Conflict
   B. Conflict Resolution Approaches

IX. Communication Patterns in the Middle East Conflict
   A. Among the Arabs
   B. Among the Israelis
   C. Among the Palestinian Guerrillas

X. The Role of Communication in International Efforts for Peace
   A. Deliberations and Communication at the United Nations
   B. The Rhetoric of the Big Power Summit Meetings
   C. Center for the Study of Democratic Institutions
   D. Universities and the Quest for Peace
   E. Efforts of Private Individuals and Religious Organizations
   F. Peace Research Institutes

Selected Sources

1. Deutsch, Karl W., The Nerves of Government: Models of Political Communication, 1966.
2. Doob, Leonard W., Communication in Africa: A Search for Boundaries, 1961.
3. Hall, Edward T., The Silent Language, 1959.
4. Innis, Harold A., Empire and Communications, 1972 (Revised).
5. Kelman, Herbert C. (ed.), International Behavior, 1965.
6. Lerner, Daniel and Wilbur Schramm (eds.), Communication and Change in the Developing Countries, 1967.
7. Jervis, Robert, The Logic of Images in International Relations, 1970.
8. Merritt, Richard L. (ed.), Communication in International Politics, 1972.
9. Oliver, Robert T., Communication and Culture in Ancient India and China, 1962.
10. Prosser, Michael H. (ed.), Intercommunication Among Nations and Peoples, 1973.
11. Pye, Lucian W. (ed.), Communications and Political Development, 1963.
12. Schiller, Herbert I., Mass Communications and American Empire, 1970.

13. Smith, Alfred G. (ed.), Communication and Culture, 1966.
14. Van Den Berghe, Pierre L., Africa: Social Problems of Change and Conflict, 1965.

INTERCULTURAL COMMUNICATION

Ray D. Heisey

Kent State University

Assignments and Projects

1. Each Monday class will be lecture-discussion on selected aspects of intercultural communication. Lectures for all three sections will be presented by Mr. Heisey and Mr. Lee in a genuine team-teaching dialogical approach. Textbook readings are to be completed for the day assigned so that questions and discussion can be based on common readings.

2. Each Wednesday class will be a communication practicum in which selected visitors will come to share from their culture or experiences in other cultures and to engage in intercultural dialogue. These visitors will be from American minority groups, American students who have studied abroad, and international students studying at Kent. On the Fridays after THREE of these visits a one-page summary entitled "Communication Observations" will be due in which students will make observations about that visit, that culture, or the problems in communication. Mr. Lee will lead these practicum sessions for all three sections.

3. Each Friday class will consist of student speeches and discussion on selected topics dealing with some aspect of intercultural communication from the lecture and/or text, from the visits, or from student experiences. Opportunity will be given for questions, answers and dialogue on these speeches.

Text

The text for the course is Larry Samovar and Richard Porter, Intercultural Communication: A Reader (Belmont, California: Wadsworth Publishing Co., 1972).

Grades

1. 50% of the grade will be determined by the midterm exam and the final exam, of equal weight and based on the lectures and the assigned portions of the text.

2. 50% of the grade will be determined by the evaluation of the three "Communication Observations" papers (15%), the speeches (25%), and class attendance/contributions (10%).

Class Schedule

Week One: Mon.--Introduction to the course
Wed.--Discussion of intercultural experiences in class
Fri.--View and discuss the film, "Multiple Man"

Week Two: Mon.--Introduction to Intercultural Communication (Ch. 1)
Wed.--Visit by Black Americans
Fri.--Discussion of the practicum

Week Three: Mon.--Social Psychological Factors (Ch. 2: 1 & 2)
Wed.--Visit by American Indians
Fri.--Speeches and discussion

Week Four: Mon.--Social Psychological Factors (Ch. 2: 3, 4, 5)
Wed.--Visit by Mexican-Americans
Fri.--Speeches and discussion

Week Five: Mon.--Linguistic Factors (Ch. 3: 1 & 2)
Wed.--Visit by Americans who have studied in Mexico
Fri.--Speeches and dicussion

Week Six: Mon.--Linguistic Factors (Ch. 3: 4 & 6)
Wed.--Visit by Americans who have studied in Europe
Fri.--Speeches and discussion

Week Seven: Mon.--Nonverbal Factors (Ch. 4: 1 & 2)
Wed.--Visit by students from Asia
Fri.--Speeches and discussion

Week Eight: Mon.--Nonverbal Factors (Ch. 4: 3, 4, 5)
Wed.--Visit by students from Europe
Fri.--Speeches and discussion

Week Nine: Mon.--Nonverbal Factors (Ch. 4: 6 & 7)
Wed.--Visit by students from Middle East
Fri.--Speeches and discussion

Week Ten: Mon.--Practicing Communication (Ch. 5: 2, 3, 4)
Wed.--Visit by students from Africa
Fri.--Speeches and discussion

Week Eleven: Final Exam and Course Evaluation

CROSS-CULTURAL PERCEPTION AND COMMUNICATION

Maxine Huffman

Central College

Required Texts:

1. Brown, Ina C. Understanding Other Cultures

2. Hall, Edward I. The Silent Language
3. Pozas, Ricardo. Juan, The Chamula
4. Kryston, Victor and Portia Meares. Know What I Mean

Assignments:

Week I. Orientation and Expectations

Textbook Reading: Brown, Ch. 1, 2, 3 (p. 1-48).
Library Reserve Reading: Selections as assigned.
Monday: Introduction: Opinionaire Pretest
Tuesday: Origins of Man, Race and Races
Thursday: Distinction Between Race and Culture
Friday: Discussion of Opinionaire Results and Discussion of the Use of Propaganda and Promotion in National Periodicals

Week II. Cultures and Communication Problems

Text: Brown, Ch. 4, 5, 6, & 7 (p. 49-117).
Reserve: As assigned.
Monday: Managerial Grid Exercise - Assign Dyadic Interviews
Tuesday: Discussion of Value Systems, Cultures, and Religion and Assign Cross-Cultural Perspective Exercise (Stereotypes)
Thursday: Introductions following Dyadic Interviews
Friday: Discussion of Cross-Cultural Exercise (Stereotypes)

Week III. Communications and Cultural Change

Text: Brown, Ch. 8, 9 and 10. (p. 115-170)
Monday: Forces and factors causing cultural changes
Tuesday: Review behavioral objectives and questions
Thursday: Exam #1
Friday: Discussion of Exam Contents

Week IV. Cultural Values and Perceptions

Text: Hall, Ch. 1, 2, 3 and 4.
Monday: "Voices of Time," "What is Culture," discuss and assign "The Psychiatrist as Witch Doctor."
Tuesday: "Vocabulary of Culture," "The Major Triad," assign "An Example of Cultural Diffusion."
Thursday: Exercise: "Maps, Models, and Metaphors" & "To Be a Man." p. 3, Know What I Mean.

Week V. Language and Communications Media

Text: Hall, Ch. 5, 6, 7 and 8.
Monday: "Culture is Communication," "The Pervasive Set"
Tuesday: "The Elusive Isolate," "The Organizing Patterns"
Thursday: Cultural Perspective in France - guest speaker from France.
Friday: Conceptualization in Linguistics - Film

Week VI. Cultural Diversity in Time and Space

Text: Hall, Ch. 9, 10, 11 and Reserve Readings
Monday: "Time Talks" and "Space Speaks"
Tuesday: Exercises: One-way and Two-way Communication
Thursday: Cultural Perspectives in Germany - guest speaker from Germany
Friday: Exam #2

Week VII. Cultural Conflict and Communications

Text: Pozas, Juan The Chamula (1st half)
Monday: Discussion of Exam and Perspectives through literature of a culture.
Tuesday: Exercise: Cross-Cultural Assimilations and Assignment of Assimilator Construction.
Thursday: Discussion of "Intercultural Communication and the Adjustment of the Sojourner."
Friday: Cultural Perspectives into Hispanic Cultures, guest speaker from Spain or Mexico.

Week VIII. Non-Verbal Communication and Behavior

Text: Pozas, Juan the Chamula (concluded)
Monday: Exercise: Dependency - Intimacy Perceptions
Tuesday: Conclude discussion of Juan the Chamula.
Thursday: Developing Intercultural Perception by Independent Studies.
Friday: Exam #3.

Week IX. Communication as an Integrating Activity

Text: Reserve Reading List (as assigned)
Monday: American Ethnic and Cultural Diversity
Tuesday: The American Seen Through the Eyes of a Visitor - Dr. H. Araaya from Ethiopia.
Thursday: Communications, Technology and Media Systems
Friday: Communications and Change

Week X. Cross-Cultural Perception

Text: Reserve Readings (As assigned)
Monday: "Vin D'Honneur" - perception of cultural differences in formal and informal social situations.
Tuesday: Exercise: Simulation of Reentry and Readjustment Problems.
Thursday: Non-American Students discussion of entry/reentry problems from various cultures
Friday: Exercise: Post-test opinionaire and evaluation
Final Exam: Essay examination

General Information and Expectations

Our expectation is that the class will be composed of 3 types of students: (1) Foreign students from other cultures, (2) American students having returned from foreign study, and (3) American students anticipating foreign study. Our objective will be to establish our cultural communication between class members as soon as possible because of the orientation to student-directed discussions and exercises.

INTERCULTURAL COMMUNICATION

Nemi C. Jain

University of Wisconsin-Milwaukee

Course Purpose:

This course examines main concepts and principles of interracial, interethnic, intercultural, and international communication. It will deal with cross-cultural communication problems that are encountered in various social settings (such as schools, business and industry, hospitals, social welfare work, mass media, etc.) within and outside the United States. The course will examine communication aspects of topics such as ethnocentrism, prejudice, discrimination, institutional racism, stereotypes, cultural diversity, linguistic and nonverbal factors in intercultural communication, bilingualism, problems of foreign students, peace corps, foreign policy, international organizations, international mass communication, communication satellites, and the United Nations. It emphasizes the practical application of cross-cultural communication principles to the contemporary problems of interethnic and international communication within and outside the United States.

Approach:

The course will include informal lecture-cum-discussion sessions, analysis of actual and hypothetical cross-cultural communication case studies, cross-cultural simulation exercises, panel discussions, and some field experience activities. Students will be encouraged to create and participate in other kinds of learning experiences that would facilitate both cognitive and experiential learning of cross-cultural communication.

Texts:

1. Allport, Gordon W. The Nature of Prejudice, Doubleday & Co., 1958.
2. Rich, Andrea L., Interracial Communication, Harper and Row, Publishers, 1973.
3. Samovar, Larry A. and Richard E. Porter, Intercultural Communication: A Reader, Belmont, California: Wadsworth Publishing Co., Inc., 1972.

Schedule of Topics, Readings and Assignments:

Week 1

Topics and Activities - Course introduction; class introduction; genesis and present status of the field of intercultural communication; definitions, models and conceptual frameworks of intercultural communication, etc.

Readings and Assignments - Complete some information forms. Receive bibliography on intercultural comm. Samovar and Porter, (1972), pp. 1-23. Rich (1973), pp. 1-15. Jain, Nemi C. and Stroud, William R. "A Conceptual Framework for Studying Intercultural Communication," paper presented to ICA Convention, Phoenix, Arizona, April 22-24, 1971.

Week 2

Topics and Activities - Formation of in-groups and rejection of out-groups; ethnocentrism, prejudice and discrimination; some theories of prejudice; individual versus institutional racism; acquiring prejudice and dynamics of prejudice, etc.

Readings and Assignments - Allport (1958), pp. 3-79; 201-212; 271-368. (Optional readings; Simpson, George E. and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, 4th ed., Harper & Row Publishers, 1972, 3-164. Ehrlich, Howard J. The Social Psychology of Prejudice, New York: John Wiley & Sons, 1973, pp. 1-19.

Week 3

Topics and Activities - Prejudiced versus tolerant personality; socio-cultural factors and prejudice; group differences and intercultural communication; classification, visibility, and causes of group differences; discussion of assignment #1 reports, etc.

Readings and Assignments - Allport (1958), pp. 371-426; 215-249; 83-158. Assignment #1: Group differences and intercultural communication in a specific intercultural situation (30).

Week 4

Topics and Activities - Social perception and stereotypes in intercultural communication; class discussion of Assignment #1 reports; review and synthesis, etc.; Midterm examination; class discussion of term project outlines.

Readings and Assignments - Allport (1958), pp. 161-200. Rich (1973) pp. 43-64. Samovar and Porter (1972), pp. 49-75. Term Project Outlines due; be prepared to discuss your outline in the class.

Week 5

Topics and Activities - Linguistic and nonverbal factors in intercultural communication; bi-lingualism; some other factors of intercultural communication; analysis of some cross-cultural encounters; cross-cultural simulation exercises, etc.

Readings and Assignments - Rich (1973), pp. 65-196. Samovar and Porter (1972), pp. 101-114; 123-141. Jensen, J. Vernon, "Perspectives on Nonverbal Intercultural Communication," in his book, Perspectives on Oral Communication, Boston: Holbrook Press, Inc., 1970, pp. 133-161. (Optional reading: Samovar and Porter (1972) pp. 114-123; pp. 141-232).

Week 6

Topics and Activities - Different types of intercultural contacts and their effects; reducing intercultural tensions; foreign students and intercultural communication; discussion of Assignment #2 reports; discussion of some term papers, etc.

Readings and Assignments - Allport (1958), pp. 250-268; 429-480. Jain, Nemi C. and Marcia Shaw Meyer, "Cross-cultural Communication," International Exchange (Milwaukee: National-International Student Congress, University of Wisconsin-Milwaukee, Vol. I, #1, May, 1974,

(pp. 4-5); Himmelmann, Freda Jones, "Life Styles in the USA," International Exchange (Milwaukee: National-International Student Congress, University of Wisconsin-Milwaukee, Vol. I, #1, May, 1974, pp. 10-11); Samovar and Porter (1972), pp. 241-255. Assignment #2: Analysis of a specific problem or program dealing with intercultural communication (30). (Optional reading: Simpson, George E. and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, 4th Ed., Harper & Row Publishers, 1972.

Week 7

Topics and Activities - International communication; communication aspects of foreign policy, foreign aid, Peace Corps, United Nations, international mass media, communication satellites, etc.; discussion of Assignment #2, papers and some term papers, etc.

Readings and Assignments - Davison, W. Phillips, International Political Communication, New York: Frederick A. Praeger, Publishers, 1965, pp. 3-26 and pp. 327-333. Some handouts. (Optional reading: Lederer, William J. and Burdick, Eugene, The Ugly American (W. W. Norton and Company, New York, 1958).

Week 8

Topics and Activities - Methods and problems of cross-cultural communication research; discussion of some term papers; synthesis and review; Final examination; course evaluation; where do we go from here?

Readings and Assignments - Samovar and Porter (1972), pp. 301-310; 327-333. Hwang, John C. "Intercultural Communication Problems in Cross-cultural Research" in Hoopes, David S. (ed.) Readings in Intercultural Communication, Vol. III. (Pittsburgh, Pa.: Regional Council for International Education, 1972), pp. 41-45. Term papers are due. Complete course evaluation form.

GROUP/CULTURAL DIFFERENCES AND INTERCULTURAL COMMUNICATION

Nemi Jain

University of Wisconsin-Milwaukee

Richard Porter, in his article in Samovar and Porter (1972), discussed intercultural communication in terms of cultural traits and cultural differences. Allport (1958) discussed several aspects of group differences as they relate to the concept of prejudice. Understanding group/cultural traits and differences, their distribution, their degree of visibility, and their effect on communication is a useful approach to study intercultural communication. This assignment is designed to apply that approach to some specific intercultural situations.

In consultation with the instructor select any one intercultural situation involving two different racial, ethnic or cultural groups (e.g., blacks and whites, Mexican-Americans and Anglo-Americans, American Indians and WASPS, Hindus and WASPS, etc.).

Based on a review of relevant literature, talking with people from the groups involved in the situation, your personal observations, and any other source of information, identify the five most important or significant differences between the two groups involved--differences, real or illusory, that seem to affect communication between the members of these two groups.

Explain briefly each of these five group differences, their type or distribution (in terms of the framework suggested by Allport, 1958, pp. 93-103), their degree of visibility (see Allport, 1958, pp. 127-137), and their effect on (a) occurence or nonoccurence of intercultural communication, and (b) quality of communication. Feel free to use ideas from readings and class discussions. When appropriate, cite references. Organize your paper in five sections, one for each of the five cultural differences.

Limit your entire response to five typed pages. Since this assignment deals with a variety of cross-cultural situations that might be of interest to other class members, type your paper on ditto-stencils so that we can reproduce approximately 30 copies for class distribution at the time of class discussion of this assignment.

If you need help in finding references relevant to this assignment, see me.

GROUP DIFFERENCES APPROACH TO INTERCULTURAL COMMUNICATION

Nemi Jain

University of Wisconsin-Milwaukee

1. Do cultures/groups differ? In what respects? What are different types of group differences? Real vs. imaginary? Physical vs. mental? Biological, demographic, personality, economic, social, political differences? Anatomical differences, physiological differences, differences in abilities, differences in cultural practices and beliefs? J-curve of conformity behavior, rare-zero differential, overlapping normal curves of distribution, and categorical differential? Which of these classification schemes is most useful for understanding the relationships between group differences and intercultural communication? Why? (See Allport, 1954, pp. 83-126; Samovar and Porter, pp. 3-32; Foster, pp. 3-19; Jensen, 1970, pp. 133-161; Stewart, 1967; Smith, 1973, pp. 25-45).

2. What are the antecedents of cultural/group differences? What factors cause or contribute to cultural differences? Formation of ingroups, group norm theory, and rejection of outgroups (Allport, 1954, pp. 28-65); Group differences and traits due to victimization (Allport, pp. 138-158; Simpson and Yinger, 1972, pp. 165-252).

3. How do group differences affect communication? What is the effect of visibility of group differences on communication? How does "strangeness" of group differences affect communication? (See Allport, pp. 127-137); Process of perceiving and thinking about group differences, including stereotyping and linguistic factors (Allport, 1954, pp. 161-199; Rich, 1974, pp. 17-64; pp. 87-160; Ehrlich, 1973, pp. 1-60; Cauthen, 1971, pp. 103-125). Effect of linguistic and nonverbal differences on communication accuracy, attitude change, interpersonal attraction, etc. (Samovar and Porter, pp. 49-232).

4. What are the implications of the knowledge about group differences approach to intercultural communication?

a. Knowledge-understanding-appreciation of other ethnic groups, other cultures, group differences, etc.; tolerance and accommodation of group differences? encouragement-support-development of ethnic identities and group traits?

b. Acculturation-adaptation-amalgamation-melting pot approach to group differences; ignorance, avoidance, negligence toward group differences and building upon group similarities?

c. Elimination-assimilation-destruction of group differences and dominance of certain group traits and norms over others?

5. What activities, programs, agencies, policies, etc. are presently operating under what approach to the "problem" of group differences? Are there differences in the approaches of the Milwaukee Public School System and "Alternative Schools" in dealing with the "problem" of cultural differences? Do individuals differ in their tolerance for diversity? in what way? Does that have implications for recruitment and promotion of individuals to key positions in various institutions? What kinds of things should be included in "criteria for selection" and training of personnel going to work in other cultures? (for social workers, teachers, policemen, etc. going to work in communities/institutions with persons from different cultures).

Selected References for the Assignment on Cultural Differences and Intercultural Communication

1. Anderson, Charles H. White Protestant Americans. Englewood Cliffs, New Jersey, Prentice-Hall, Inc. 1970.
2. Barth, Frederik, ed. Ethnic Groups and Boundaries--The Social Organization of Cultural Difference. Boston: Little, Brown, 1969.
3. Broom, L. and N. D. Glenn. "Negro-White Differences in Reported Attitudes and Behavior," Sociology and Social Research, 50: 187-200, 1966.
4. Burma, John H. (ed.), Mexican-Americans in the United States, Schenkman, 1970.
5. Derbyshire, R. L., "Adaptation of Adolescent Mexican Americans to United States Society," in Staten W. Webster, Knowing and Understanding Ethnic Minority Groups, Scranton, Pa., Intext Educational Publishers, 1972, pp. 262-282.

6. Dozier, E. P., G. E. Simpson, and J. M. Yinger , "The Integration of Americans of Indian Descent," Annals, May, 1957, pp. 158-165.
7. Fitzpatrick, Joseph P. Puerto Rican Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.
8. Fong, Stanley L. M., "Assimilation of Chinese in America: Changes in Orientation and Social Perception," AJS, Nov., 1965, pp. 265-273.
9. Glarza, Ernesto et. al., Mexican-Americans in the Southwest, Santa Barbara, California: McNally & Loftin, Publishers, 1969.
10. Glazer, Nathan and Moynihan, Daniel P. Beyond the Melting Pot--The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City. Cambridge, Mass.: The MIT Press, 1970.
11. Goldstein, Sidney and Goldscheider, Calvin. Jewish Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.
12. Joseph, Y. "An Indian's View of Indian Affairs," in Staten W. Webster, Knowing and Understanding Ethnic Minority Groups, Scranton, Pa.: Intext Educational Publishers, 1972, pp. 310-326.
13. Kitano, Harry H. Japanese Americans, Prentice-Hall, 1969.
14. Miller, E., "American Indian Children and Merging Cultures," in Staten W. Webster, Knowing and Understanding Ethnic Minority Groups, Scranton, Pa.: Intext Educational Publishers, 1972, pp. 310-326.
15. Moore, Joan W. and Cuellar, Alfredo. Mexican Americans. Englewood Cliffs, New Jersey: 1970.
16. Pinkney, Alphonso. Black Americans. Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1969.
17. Segal, Bernard E., (ed.), Racial and Ethnic Relations: Selected Readings, Thomas Y. Crowell Co., 1972.
18. Sherrill, R. G., "Red Man's Heritage: The Lagoon of Excrement," In Staten W. Webster, Knowing and Understanding Ethnic Minority Groups, Scranton, Pa.: Intext Educational Publishers, 1972, pp. 343-348.
19. Simmons, Ozzie G., "The Mutual Images and Expectations of Anglo-Americans and Mexican-Americans," Daedalus, Spring, 1961, pp. 286-299.
20. Simpson, George E. and J. Milton Yinger, Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination, Fourth Edition, Harper and Row Publishers, 1972.
21. Sue, Stanley & Sue, Derald Wing. "Chinese-American Personality and Mental Health" in Sue, Stanley and Wagner, Nathanial N. (eds.), Asian-Americans: Psychological Perspectives. Ben Lomond, Calif: Science and Behavior Books, Inc., 1973, pp. 111-123.
22. Sue, Stanley, Wager, Nathaniel N. (Eds.) Asian Americans: Psychological Perspectives. Ben Lomond, California: Science and Behavior Books, Inc., 1973.
23. Thomas, William H. The American Negro: What He Was, What He Is, and What He May Become, New York, Haskell House Publishers, Ltd., 1970.
24. Wade, Richard C. (ed.) The Negro in American Life: Selected Readings, New York: Houghton Mifflin Company, 1965.
25. Wax, Murray L. Indian Americans. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.
26. Wissler, Clark, Indians of the United States, Garden City, N.Y.: Doubleday and Co., Inc., 1956.

STUDIES IN INTERCULTURAL COMMUNICATION

Theodore J. Marr

University of Virginia

General theoretical works in intercultural communication; identification of problems in intercultural communication situations; isolation and clarification of key concepts of these problems; experimental research in light of their methodology and fruitfulness.

The outline of the course is as follows.

Abbreviations used for the outline:
* for student book report
SP -- Samovar and Porter text.
P -- Prosser text.
HOSP--Handbook of Social Psychology, 2nd Edition
(All the references mentioned in the outline are listed in the supplementary reading list which has been attached to this outline).

I. Theories of Intercultural Communication
   1. Introduction: Lecture and discussion
      Communication theories reviewed, culture, cross-culture, interculture, intraculture, international communication.
      Communications and telecommunications
      Identifying the field and the methods.
   2. Introduction: Readings
      AP 1-32, P 1-22, 576-586
   3. Walter J. Ong: The Sensorium
      a. P 27-44
      b. *Ong, The Presence of Word
   4. Heller and Macris: Linguistic and non-linguistic typology.
   5. Bakonyi: Divergence and Convergence
   6. Edward T. Hall: Primary Message System and Components of Communication
      a. P 82-92
      b. *Hall, Silent Language
      c. Smith, pp. 567-575
   7. Benjamin Whorf: Linguistic Relativity
      a. SP 114-122
      b. HOSP, III, 728-750: Anthropological Psycholinguistics
      c. *Whorf, Language, Thought and Reality
   8. Dell Hymes: The Ethnography
      a. P 45-66
      b. *Hymes, Language in Culture and Society (Selected parts)
      c. HOSP, III, 750-780: Social Psycholinguistics.

II. The Scientific Methodology
   1. Introduction: Lecture and discussion
      a. Bowers (text)
      b. Discussion

2. Cross-cultural methodology
   a. *Manaster and Havigurst, Cross-National Research
      and/or
   b. *Holt and Turner, The Methodology of Comparative Research
   c. Frijda and Jahoda: Scope and methods
   d. Anderson: Stimuli
   e. HOSP, II, Ch. 17, 693-728. Methods and Problems in Cross-cultural Research.

III. Attitude and Perception Formation: Intercultural Comparison
   1. Introduction
      a. P 101-111, 133-142
      b. SP 35-68, 76-78.
      c. Holtzman: Overview
   2. Cultural Psychology
      a. HOSP, III, Ch. 22, 315-380: Social and Cultural Factors in Perception
      b. HOSP, IV, Ch. 33, 323-417: Cultural Psychology
      c. *Segall, Campbell, and Herskovits, The Influence of Culture on Visual Perception.
      d. Articles: Lorimer and Dunn, McGinnes, Szalay and Lysne, Wood, et. al.
   3. National Characteristics: A Viable Approach?
      a. SP 69-75, 79-94.
      b. Sears: Conceptual equivalence
      c. HOSP, IV, Ch. 34, pp. 418-506: National Character

IV. Linguistic
   1. Whorf's hypothesis revisited
      a. SP 123-140, 153-158
      b. P 155-164
      c. Anwar, Dil: Language, Culture and Communication
   2. Bi-lingualism and other studies
      a. Proshansky, 159-168, 244-272: Language and Meaning
      b. *Moscovici: Psychology of Language. (Selected portions)
      c. *Williams: Language and Poverty (Selected portions)
      d. Osgood. (Both articles): Semantic Differential
      e. Darnell: Clozentropy
   3. Children and Cross-cultural Communication
      a. *Lambert and Klineberg: Children's View of Foreign People
      b. *Trubowitz: Chaging Racial Attitude in Children
      c. Williams, Whitehead and Miller: Ethnic Stereotyping and judgments of children's speech.

V. Non-verbal
   1. Overview: Lecture and Discussion, Non-verbal in general
   2. Cross-cultural
      a. SP 169-232
      b. Ekman and Friesen: Constants
      c. Forston and Larson: Proxemics

VI. Mass Media
   1. Introduction: Lecture and Discussion
   2. Social impact cross-culturally and internationally

a. P 337-368, 383-410, 568-575
b. *Lerner and Schramm: Developing countries
c. *Rogers and Shoemaker: Diffusion and Innovation
d. *Schramm: National Development

3. Political Function
a. P 411-460
b. *Fisher and Merrill: international media
c. *Lall: On Chinese negotiation
d. *Oliver: Ancient China and India
e. Almaney: Government's resistence
f. Keller: Across the table negotiation

VII. Conclusion
1. A communication theory taking account of cross-cultural variables and applicable across time.
2. Problems and directions of future studies: SP 301-319
3. Application: SP 233-286.

STUDIES IN INTERCULTURAL COMMUNICATION
SUPPLEMENTARY READING LIST

Texts:

Bowers, John W. Designing the Communication Experiment. New York: Random House, 1970.
Prosser, Michael H. Intercommunication Among Nations and Peoples. New York: Harper and Row, 1973.
Samovar, Larry A. and Richard E. Porter, Intercultural Communication: A Reader. Belmont, California: Wadsworth Publishing Co., 1972.

I. Theory - Books

Hall, Edward T. Silent Language. New York: Fawcett Books, 1959.
Hymes, Dell. Language in Culture and Society. New York: Harper and Row, 1964.
Lerner, Daniel and Wilbur Schramm, eds. Communication and Change in the Developing Countries. Honolulu, 1967.
Oliver, Robert T. Communication and Culture in Ancient India and China. Syracuse: Syracuse University Press, 1972.
Rogers, E. and F. Shoemaker. Communication of Innovations. New York: Free Press, 1971.
Smith, Alfred G. "Intercultural Communication." Communication and Culture. New York: Holt, Rinehart and Winston, 1966.
Whorf, Benjamin. Language, Thought and Reality: Selected Writings. Cambridge, Mass.: Technology Press, 1956.

Theory - Journal articles

Heller, Louis and James Macris. "Toward a General Linguistic and Non-Linguistic Socio-cultural Typology and Its Dynamics." Journal of Communication, XIX (1969), 283-289.
Bakonyi, Stepano. "Divergence and Convergence in Culture and Communication." Journal of Communication, VIII (1958), 24-36.

II. Social Psychology - Books

Holt, Robert and John Turner, eds. The Methodology of Comparative Research. New York: Holt, Rinehart, Winston, 1970.

Lambert, Wallace E. and Otto Klineberg. Children's View of Foreign Peoples. New York: Appleton, Century, and Crofts, 1967.

Lindzey, Gardner and Elliot Aronson. The Handbook of Social Psychology. 2nd ed. Reading, Mass.: Addison-Wesley Publishing, 1969.

Monaster, G. J. and R. J. Havigurst. Cross-National Research: Socio-Psychological Methods and Problems. Boston: Houghton Mifflin, 1972.

Osgood, Charles E. "Cross-cultural Compatability in Attitude Measurement via Multilingual Semantic Differentials." Readings in Attitude Theory and Measurement. Edited by Martin Fishbein, New York: John Wiley and Sons, 1967.

Sears, R. R. "Transcultural Variables and Conceptual Equivalence." Studying Personality Cross-Culturally. Edited by B. Kaplan. New York: Harper and Row, 1961.

Segall, M. H., D. T. Campbell and M. J. Herskovits. The Influence of Culture on Visual Perception. Indianapolis: Bobbs-Merrill, 1966.

Trubowitz, Julius. Changing the Racial Attitudes of Children. New York: Frederick A. Praeger, Publishers, 1969.

Social Psychology - Journal articles

Anderson, R. Bruce W. "On the Comparability of Meaningful Stimuli in Cross-cultural Research." Sociometry, XXX (1967), 124-36.

Frijda, Nico and Gustav Johoda. "On the Scope and Methods of Cross-Cultural Research." International Journal of Psychology (1966). 109-27.

Holtzman, Wayne H. "Cross-cultural Studies in Psychology." International Journal of Psychology, III (1968), 83-91.

Lorimer, E. S. and S. Watson Dunn. "Reference Groups, Congruity Theory, and Cross-cultural Persuasion." Journal of Communication, XVIII (1968) 354-68.

McGinnies, Elliot. "Studies in Persuasion: I-IV." Journal of Social Psychology, LXXX (1968), 69-94 and LXXIV (1968), 171-80.

Przeworski, Adam and Henry Teune. "Equivalence in Cross-National Research." Public Opinion Quarterly, XXX (1966-67), 551-68.

Szalay, Lorand B. and Dale Lysne. "Attitude Research for Intercultural Communication and Interaction." Journal of Communication, XX (1970), 180-200.

Williams, Frederick, Jack L. Whitehead and Leslie M. Miller. "Ethnic Stereotyping and Judgments of Children's Speech." Speech Monographs, XXXVIII (1971), 166-170.

III. Linguistics - Books

Dil, Anwar. Language, Culture and Communication. 1971.

Proshansky, H. and B. Seidenberg. Basic Studies in Social Psychology. New York: Holt, Rinehart and Winston, 1966, pp. 244-72.

Moscovici, Serge. The Psychosociology of Language. Chicago: Markham Pub., 1972.

Williams, Frederick. Language and Poverty. Chicago: Markham Pubs., 1970.

Linguistics - Journal articles

Darnell, Donald. "Clozentropy: A Procedure for Testing English Language Proficiency of Foreign Students." Speech Monographs, XXXVII (1970), 36-45.

Osgood, C. E. "Semantic Differential Technique in Comparative Study of Cultures." American Anthropologist, (1964) 171-200.

Wood, Yamauchi, and Bradac. "Communication of Meaning Across Culture." Journal of Communication, XXI (1971), 160-9.

IV. Nonverbal - Journal articles

Ekman, P. and W. V. Friesen. "Constants Across Cultures in the Face and Emotion." Journal of Personality and Social Psychology, XVII (1971), 124-9.

Forston, Robert F. and Charles Urban Larson. "The Dynamics of Space: An Experimental Study in Proxemic Behavior Among Latin Americans and North Americans." Journal of Communication, XVIII (1968), 109-16.

V. Mass Media and Miscellaneous - Books

Dobb, Leonard, Communication in Africa. New Haven: Yale University Press, 1961.

Fischer, Heinz-Dietrich and John C. Merrill. International Communication: Media, Channels, Functions. New York, 1970.

Lall, A. How Communist China Negotiates. New York: Columbia University Press, 1968.

Schramm, Wilbur. Mass Media and National Development. Stanford, California, 1964.

Mass Media and Miscellaneous - Journal articles

Almanzy. "Government's Resistance to International Communication." Journal of Communication, XXII, 1972, 77-88.

Keller, Paul. "The Study of Face to Face International Decision Making." Journal of Communication. XIII L(1963), 67-76.

WORKSHOP: INTERCULTURAL COMMUNICATION

Robert Moran

University of Minnesota

Overview of the Course

"I do not want my house to be walled in on all sides or my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."

Mahatma Gandhi

This is an introductory course, and we will use the laboratory or experimental approach. This has been defined as:

> "an educational strategy which is based primarily on the experiences generated in various encounters by the learners themselves, and which aims to influence attitudes and develop competencies toward learning about human interactions. Essentially, therefore, laboratory learning attempts to induce change with regard to the learning process itself and to communicate particular methods of learning and inquiry. It has to do with learning how to learn."

Participants will help us recognize the "house" in which we have lived (this time in history, our culture, our family).

It will provide interpersonal contacts with persons from different cultures. If we give them a chance, these will blow about freely. We may be shaken but not blown off our feet. We will seek what is universal, cultural and unique in ourselves.

Objectives of Workshop: Intercultural Communication

Participation in this course will enable you to:

1) Identify some of the cultural aspects of verbal and non-verbal behavior, assumptions, attitudes, values and other learned characteristics of persons from different cultures and of oneself.

2) Identify areas in which differences can cause problems in communicating interpersonally with persons of different cultures.

3) Discuss the concepts of "culture", "communication", and "interpersonal communication".

4) Assess one's listening, perceiving and communication skills as they relate to intercultural communication from the beginning of the course to the last meeting.

These objectives will be achieved through readings, learning and simulation games, role playing, group tasks, creative problem-solving exercises and group discussions.

Textbook

The assigned text is Intercultural Communication: A Reader, by Samovar and Porter. It is available in the University Bookstores. Also appended to this syllabus is an Intercultural Communication bibliography for your information.

Individual Assessment

Grades will be on the basis of a contract which each student will complete in duplicate and hand in to the group facilitators.

A minimum amount of work is expected of all in an upper division and graduate level course. Suggestions are made below for the following grades. (The grade of C is omitted. If anyone is not willing to contract for an A, B, or S, he should not take this course).

Grade B or S

1) Regular attendance at meetings.
2) Write one journal entry each week (personal reaction/reflection/analysis journal).
3) Complete five assignments as discussed during group meetings.

Grade A

1) Same as above.
2) Write one journal entry each week.
3) Complete five assignments as discussed during group meetings.
4) A project, which should demonstrate personal learning, be intellectually rigorous and/or creative. Discuss this with group facilitator. A one-paragraph statement indicating the scope of the project should be submitted at this time.

Due Dates

Journals - Weekly
Assignments - Every two weeks
Project - The project is due two weeks before the last day of finals.

Incompletes

If necessary, students will be given incompletes. However, it is highly discouraged.

Journals

The basic purpose is to encourage you to discuss with yourself some of your experiences--whatever you find interesting--your impressions, learnings, ideas that are triggered and that you would like to explore.

All journals are to be typed or written on 8 1/2 by 11 paper.

Personal Reaction/Reflection/Analysis Journal

This journal can be written after the weekly meetings and given to the facilitator at that time or it can be written after the meeting and mailed to one of your group facilitators to be received before the next weekly meeting. THIS JOURNAL MUST BE RECEIVED BEFORE THE NEXT MEETING.

Home and campus addresses of the group facilitators will be given to you. If a cmpus address is used, no postage is required.

This journal is to be marked OPEN (meaning it is okay for the facilitator to refer to the material during a meeting) or CLOSED (meaning this is for the facilitators only and not to be referred to during a meeting).

A suggested length for this journal is one 8 1/2 by 11 typed page or the equivalent if hand written.

This journal is to be dated (not when you write it but the date of the meeting about which you are writing).

The following are some "nifty" questions and will be of help to you in writing your personal reaction/reflection/analysis journal. REMEMBER DO NOT MERELY RESTATE WHAT HAPPENED.

1. What did you experience tonight? How did you feel about the meeting?

2. What happened to other people? Were they talking about their feelings? Or ideas? or cultures?

3. Did you see "good" communication tonight? Or were people not listening to each other?

4. Did anyone say anything that means something special to you--something that made you learn about yourself, or about other people?

5. Communication--did you learn a new way to communicate? Did you learn anything about intercultural communication?

6. What did you learn about how to relate to people of other cultures?

7. What did you learn about another culture? Any new ideas about nonverbal communication or new ideas about language?

8. Did you act differently tonight than you would when everyone was from the same culture?

Missed meetings:

In the event you miss a meeting you will be expected to complete the weely journal. Contact other group members and from this discussion, write a journal.

INTERCULTURAL COMMUNICATIONS

Jiri Nedela

Fairfield University

Course Description

An interdisciplinary look at problems arising in communication--on

national and international levels--between people from a different cultural or sub-cultural background.

Purpose

The purpose of the course is to advance receptiveness to what is different and specific in life-styles of groups and nations and to increase the awareness of current issues and problems of intercultural communications.

Requirements

Active participation in class; familiarity with basic literature and concepts; project (case study) proposal and compilation of related bibliography; and presentation of project report.

Basic Text

Intercultural Communication: A Reader (Edited by Larry Samovar and Richard Porter, Wadsworth Publishing Co., Belmont, CA 1972).

Schedule of Sessions-Topics-Bibliographies

I. Introduction

Intercultural communication as a special type of social interaction.
Research tradition in intercultural communication: anthropology, linguistics, sociology and psychology.
Cultural contradictions as challenge to modern society and world.

(Communication: The Study of Human Interaction, Part IV. by C. David Mortensen, McGraw-Hill, New York, 1972).

II. What is Culture?

The changed meaning of the term "culture". From "cultura animi", as an activity, to culture as a condition of human existence, as life-style, and as a system of behavior. Culture as communication: E. T. Hall and his model of primary messagues.

(The Silent Language, by Edward T. Hall, Doubleday, New York, 1959).

III. Values and Culture

What is value? The criterion and measure of values as basic problem of axiology and one of the major controversies in modern literature, arts, philosophy, social sciences and politics.
A review of major concepts of axiology (including Meinong, Ehrenfels, Perry, James, Scheler, Hartman, Fromm, Sorokin).

(What is Value? An Introduction to Axiology, by Riseri Frondizi, Open Court Publishing Co., La Salle, IL 1971).

IV. Conflict of Values

Values as universal, absolute categories or empirical phenomena and variable expressions of different cultures?
Problem of conflicting value systems in today's world.

(Nobel Lecture in Literature 1970, by A. Solzhenitsyn, published in 1972).

V. Intercultural Communications

The "progressive increase in the radius of communication" (Sapir) has opened the possibility of communication for all existing cultures.
Material and non-material aspects of intercultural communication.
Intercultural communication as "cultural variance in the perception of social objects and events".
Stereotypes and ethnocentrism.
Channels of intercultural communication.
International cultural exchange and problems of developing nations.

(Communication by Edward Sapir in "Reader in Public Opinion and Communication," edited by Bernard Berelson and Morris Janowitz, Second Edition, The Free Press, New York, 1966; How Nations See Each Other by William Buchanan and Hadley Cantril, Greenwood Press, Publishers, Westport, Connecticut)

VI. Language and Intercultural Communication

Role of language in the totality of culture.
Review of contemporary concepts of language.
Diversity of languages as an obstacle in intercultural communications?
The status of English language in international and intercultural communications.
Language as a problem: China, new states in Africa.
Do we need a universal language (esperanto)?

(Linguistics by David Crystal, Penguin Books, Baltimore, Maryland, 1971).

VII. Outlines of Case Studies

Discussion of outlines and bibliographies for case studies, as presented by course participants.

VIII. Nonverbal Aspects of Intercultural Communication

(The Journal of Communication, A special issue on nonverbal communication, December 1972; The Hidden Dimension by Edward T. Hall, Doubleday, New York, 1969).

The influence of culture on nonverbal communication.
Universals and cultural differences in nonverbal communication.

IX. The American "Melting Pot"

Immigration and formation of American nationality.
The origin of the "melting pot" concept in the 19th century and contemporary views of the problems of ethnicity.
Assimilation versus cultural pluralism.
Inter-ethnic communication today.

(Beyond the Melting Pot by Nathan Glazer and Daniel D. Moynihan, MIT Cambridge, 1963; A Nation of Immigrants by John F. Kennedy, Harper & Row, New York, 1964; The Immigrant Experience, edited by Thomas C. Wheeler, The Dial Press, New York, 1971).

X-XI. Mass Media and Cultural Differences

Intercultural experience, as facilitated through the mass media of communication.
Aspects of mass communication systems in the United States, Western Europe, Africa, Asia, Latin America and Eastern Europe.
Comparative media analysis: differences in perception of the world in newspapers from different world regions. (A sample of 10-12 leading world newspapers will be analyzed in class).

(The Elite Press, by John C. Merrill, Pitman Publishing Corporation, New York, 1968; International Communication, edited by Heinz-Dietrich Fischer, Hastings House, New York, 1970.

XII. Literature and Arts in Intercultural Communications

Intercultural communication as learning from and about another culture; application of this learning to one's own culture.
Literature in translation and intercultural communication.
Ranking of countries by number of published translations; list of most translated writers in the world, as compiled by UNESCO.
Role of music in intercultural communication.
Conflict between values and tradition on one hand, and rapid evolution of intercultural communication on the other.

(Civilisation by Kenneth Clark, Harper & Row, New York, 1969; Art as a Clue to Perception by Edward T. Hall in The Hidden Dimension; Music as a Communication Factor, in International Communication, by Alphons Silbermann).

XIII. Portrayal of American Culture by Foreigners

Excerpts from old and contemporary workds of literature will be presented by students and discussed in class.

(Democracy in America by Alexis de Tocqueville, abridged edition, The New American Library, New York, 1956).

XIV. The Image of Foreign Cultures in the United States

Portrayal of foreign cultures in communication media, film, literature and advertising.
Impact of foreign cultures on language, fashion and life-style in general.

XV. Final Session

Presentation of case studies, discussion and evaluation of course work.

CROSS-CULTURAL COMMUNICATION

Terry H. Ostermeier

University of Wisconsin-Whitewater

"The most observable differences between cultures are speech, dress, living habits, politics and religion. But each culture is like a gigantic iceberg, carrying along beneath the surface of its observable differences its own assumptions, premises and biases. Language is the most persuasive, ubiquitous and ethnocentric factor in our cultures." Harry Maynard

Course Description:

Study of the process of communication across cultural boundaries emphasizing a basic model of communication in the analysis of communication within and between various cultures, predictions of patterns and effects, and communication barriers.

Texts:

Doob, Leonard W. Communication in Africa. 1961.
Stewart, Edward C. American Cultural Patterns: A Cross-Cultural Perspective. 1971.

Course Content:

Tentative Units or Topics

I. The Meanings of "Culture": Flack's Approach
   A. Geographical and role societies
   B. Cognitive and experiential levels
II. The Communication Process
   A. Definitions: as seen by
      1. Fabun
      2. Hall
      3. Berlo
      4. Martin and Andersen

B. Models
   1. Wiseman-Barker's Intrapersonal and Interpersonal Communication Models
   2. Goyer's Model
   3. Bostain's Communications Model
   4. Doob's Communication in Africa "Table of Contents"--a complete listing of variables in communication process

III. Communication: The Cross-Cultural Problem
   A. Stewart's Dimensions of a Culture
      1. Form of Activity
      2. Form of Social Relations
      3. Perception of the World
      4. Perception of Self and Individual
   B. LaBarre's Paralinguistic and Kinesics Meaning Differences Among Cultures
      1. Greeting, kissing, sticking out tongue

IV. Cross-Cultural Communication--Geographical Societies
   A. Africa
      1. Interpersonal Communication--Doob's twelve critical variables--the communicator; his goal; basic and extended media; the site; restrictions; the communication itself; audience mood, perception, reactions and changes; and feedback
      2. Platform Communication--Ching's Public Address in the Congo, Quarterly Journal of Speech, February 1965.
   B. Southeast Asia
      1. General background for Southeast Asia--Pye's "Communication Operation in Non-Western Societies"
      2. Influence of Confucianism and Taoism
   C. Japan
      1. Effects of social norms on interpersonal relationships
         a. codification of rules, hierarchy, concern for status, etc.
      2. Osgood's Cross-Cultural Study of Connotative Meaning, Behavioral Science, 5, 1960
      3. Student Report on Kazuo's "Interpersonal Persuasion in a Vertical Society--The Case of Japan," Speech Monographs, June 1971
   D. India
      1. Influence of the teachings of Hinduism and Buddhism
      2. Case study--Rao's Communication and Development
   E. Thailand
      1. Relationship of communication patterns to the culture
      2. Thai innovations in the communication process
      3. Cross-cultural communication--Americans and Thais
         a. Okes's "Guide of Maximum Usefulness for the American Communicator"
   F. China
      1. Survey of material from mass media due to president's trip
      2. Yu's "Communication and Politics in Communist China"
      3. Student Report on Haring's "Cultural Contexts of Thought and Communication" Quarterly Journal of Speech, April 1951

G. Soviet Union and the United Nations
   1. Interpersonal and Mass Communication in Soviet Union
      a. Butler's "Russian Rhetoric" Quarterly Journal of Speech, October 1964.
      b. Influence of class on sources and patterning of communications
   2. International Communications (U.N.)
      a. Role of Communication in Diplomacy
      b. Difficulties inherent in international diplomacy
      c. Analyses of Glenn's "Meaning and Behavior: Communication and Culture" Journal of Communication, December 1966 and "Semantic Difficulties in International Communication," ETC, Spring 1954

H. Latin America-Mexico
   1. General--Differences in interpretation due to time, space, place, channels, etc.
   2. Lado's concept of patterned behavior (form, meanings and distribution) and effects on cross-cultural communication

V. Cross-Cultural Communication--Role Societies

A. French and English-Speaking Canadians
   1. Judging of personalities through voice cues only--analysis of a series of studies (see Lambert and others, Journal of Communication, December 1966.

B. Black Americans
   1. Interpersonal communication between Black and White Americans--perception of stereotypes through verbal cues, differences in emphases on channels of communication, nature of the black audience
   2. Black English--the controversy and proposed solutions
   3. Communication between teacher and student, student and student as affected in:
      a. philosophy toward education, expectations of language, life and learning styles and long range goals
      b. the specific case of the speech communication class (attitudes toward topics for speeches, language style, audience analysis, etc.)

C. American Indian
   1. Misconceptions concerning the "vanishing Americans" and the "Indian" language
   2. Cultural differences--cooperative versus competitive, encouraging versus discouraging dissent, nonverbal communication patterns
   3. Communication in the classroom-teacher and student, student to student

D. Chicano
   1. The language barrier as affected by:
      a. traditional Anglo-oriented attitudes toward bilingualism and biculturalism
      b. Chicano cultural loyalties
      c. Cultural and physical setting

E. Others
   1. Truck driver's road language

2. Language of the traffic policeman
3. Regional languages
4. Language of the psychedelic culture

VI. Student Oral Reports on Original Papers
(see Appendix I)

VII. Barriers in Cross-Cultural Communication
A. Summary of concepts brought out during course
1. Perceptual patterns; assumptions and values; different experiences; language differences; etc.

Individual Study:

Each student will submit a one-page project proposal, compile a bibliography and gather data by surveying a selected body of literature investigating a problem in the area of cross-cultural communication. Each student will formulate his data into a written paper then adapt it for an oral presentation followed by a question-answer discussion period. Papers will be presented during the last month of the course.

Oral Reports:

Each graduate student will lead a discussion on an article selected from a journal which relates to a topic under consideration. These will be held on different dates throughout the semester.

Bibliography:

Selected Books

Al-Issa, Ihsan and Dennis Wayne. Cross-Cultural Studies of Behavior. Chicago: Holt, Rinehart & Winston, 1970.

Berelson, Bernard and Janowitz, Morris. Reader in Public Opinion and Communication. New York: Free Press, 1966.

Berlo, David. Process of Communication. New York: Holt, Rinehart & Winston, 1960.

Birdwhistell, Ray. Kinesics and Context. Philadelphia: University of Pennsylvania. 1970.

Bosmajian, Haig. Rhetoric of Non-Verbal Communication. Glenview: Scott, Foresman, 1971.

Bryson, Lyman (ed.). The Communication of Ideas. New York: Cooper Square, 1964.

DeVito, Joseph. Communication Concepts and Processes. Englewood Cliffs: Prentice-Hall, 1971.

Fabun, Don (ed.). Communications: The Transfer of Meaning. Beverly Hills: Glencoe, 1968.

Fisher, Heinz-Dietrich and Merrill, John. International Communication. 1970.

Hall, Edward. The Silent Language. New York: Doubleday, 1959.

Hoffman, Arthur (ed.). International Communication and the New Diplomacy. Bloomington: Indiana University Press, 1968.

Hoopes, David (ed.). Readings in Intercultural Communication, Vol. 1. Pittsburgh: Regional Council for International Education.
Hymes, Dell (ed.). Language in Culture and Society. New York: Harper & Row, 1969.
Johnson, Wendell. People in Quandaries. New York: Harper & Brothers, 1946
Larson, Carl and Dance, Frank (ed.). Perspectives on Communication. Milwaukee: University of Wisconsin Speech Communication Center, 1968.
Martin, Howard and Andersen, Kenneth. Speech Communication: Analysis and Readings. Boston: Allyn and Bacon, 1968.
Oliver, Robert. Culture and Communication. Springfield: Charles T. Thomas, 1962.
Rao, Y. V. Communication and Development: A Study of Two Indian Villages. Minneapolis: University of Minnesota, 1966.
Ruesch, Jurgen and Kees, Weldon. Nonverbal Communication. Berkeley: University of California, 1960.
Segall, Marshall and others. The Influence of Culture on Visual Perception. Indianapolis: Bobbs-Merrill, 1966.
Smith, Alfred. Communication and Culture. New York: Holt, Rinehart & Winston, 1966.
Smith, Arthur. Rhetoric of Black Revolution. Boston: Allyn and Bacon, 1969.
Thayer, Lee. Communication: Spectrum '7. Lawrence: Allen Press, 1968.
Vetter, Harold. Language Behavior and Communication. Itasca: Peacock Publishers, 1969.
Wiseman, Gordon and Barker, Larry. Speech-Interpersonal Communication. San Francisco: Chandler, 1967.

Selected Journal Articles

Brooks, Robert. "Black Power: The Dimensions of a Slogan," Western Speech, XXXIV, Spring 1970, 108-114.
Butler, Jack. "Russian Rhetoric: A Discipline Manipulated by Communism," Quarterly Journal of Speech, Vol. L, No. 3, October 1964, 229-239.
Carpenter, Edmund. The Eskimo Language, ETC, XXV, No. 4, December 1968, 467-473.
Ching, James. "Public Address in the Formulation of the Democratic Republic of the Congo," Quarterly Journal of Speech, Vol. LI, No. 1, February 1965, 1-13.
Daniel, Jack L. "The Facilitation of White-Black Communication," Journal of Communication, Vol. 20:2, June 1970, 134-141.
Entire issue of Speech Teacher, XIX, March 1970, No. 2.
Entire issue of Journal of Communication, XVI, No. 4, December 1966.
Glenn, Edumnd. "On Communicating Across Cultural Lines," ETC, XXVI, No. 4, December 1969, 425-432.
_____. "Semantic Difficulties in International Communication," ETC, Spring 1954, 173-180.
Gregg, Richard, McCormack, A. Jackson and Peterson, Douglas. "A Description of the Interaction Between Black Youth and White Teachers in a Ghetto Speech Class," Speech Teacher, XIX, January 1970, No. 1, 1-8.
_____. "The Rhetoric of Black Power: A Street-Level Interpretation," Quarterly Journal of Speech, LV, April 1969, 151-160.

Haring, Douglas. "Cultural Contexts of Thought and Communication," Quarterly Journal of Speech, XXXVII, April 1951, 161-172.

Hayakawa, S. I. "On Communication with the Soviet Union," ETC, Vol. 17, No. 4, Summer 1960, 395-410.

Lambert, Wallace, Frankel, Hannah and Tucker, G. Richard. "Judging Personality Through Speech: A French-Canadian Example," Journal of Communication, XVI, December 1966, No. 4, 305-321.

Nishiyama, Kazuo. "Interpersonal Persuasion in a Vertical Society--The Case of Japan," Speech Monographs, XXXVIII, June 1971, No. 2, 148-154.

Osborn, Lynn, et. al. "Relevant Speech Education for the American Indian," Central States Speech Journal, XXXI, Winter 1970, 255-264.

Ratliffe, Sharon and Steil, Lyman. "Attitudinal Differences Between Black and White College Students," Speech Teacher, XIX, September 1970, No. 3, 190-198.

Smith, David and Sturges, Clark. "The Semantics of the San Francisco Drug Scene," ETC, XXVI, No. 2, June 1969, 168-175.

Szalay, Lorand and Lysne, Dale. "Attitude Research for Intercultural Communication and Interaction," Journal of Communication, Vol. 20:2, June 1970, 180-200.

Wood, Barbara and Curry, Julia. "Everyday Talk and School Talk of the City Black Child," Speech Teacher, XVIII, November 1969, No. 4, 282-296.

Wood, Ray and others. "The Communication of Meaning Across Cultures," Journal of Communication, 21:2, June 1971, 160-169.

_____. "Linguistic-Cultural Differences and American Education," Florida FL Reporter, Vol. 7, No. 1, Spring-Summer 1969, Special Anthology Issue.

Individual Study

Each student will submit a one-page project proposal, compile a bibliography and gather data by surveying a selected body of literature investigating a problem in the area of cross-cultural communication. Each student will formulate his data into a written paper then adapt it for an oral presentation followed by a question-answer period. An original and a carbon copy of the paper are required.

Examples of topics selected in the past and suggested related topics:

Inter-Cultural Communication

(General)

- Esperanto (literature survey)
- The Voice of America (literature survey and field study)

(Specific)

- Communications with Viet Nam: Barriers or Breakdown? (literature study)
- The Language Problem of Belgium (literature survey)
- Africa: At Loss for Words (literature survey)
- Cross Cultural Communication in Canada (field study)

Intra-Cultural Communication
(General)
Effects of Television on Cultures of the United States (literature survey and field study)

(Specific)
The Teacher and the Ghetto Child: A Communication Problem? (literature survey)
Language: A Barrier to Communications Between Mexican-Americans and Anglos? (literature survey)
The Communication Problems of the Migratory Worker (field study)
The Communication World of the Mentally Retarded Child (field study)

Creative Essays
Self-Images of Communication Behavior and Their Effects Across Cultures
Cross-Cultural Communication with the American Indian: A Model and Rationale

---

INTERCULTURAL COMMUNICATION

Michael H. Prosser

University of Virginia

Texts:

Larry Samovar and Richard Porter, Eds., Intercultural Communication: A Reader (Wadsworth, 1972).

Michael H. Prosser, Ed., Intercommunication Among Nations and Peoples (Harper and Row, 1973).

Purpose of Course:

To provide an understanding of communication as it affects culture and as it is affected by culture through the perspectives of theory, case studies, and experience.

Grade distribution and Major Assignments:

1. 20% team project: to better understand the communicative and cultural interaction of specific cultural groups in North America, self selected student teams will choose from among several cultural groups, for example, black Americans, Indians, white ethnic groups such as Polish Americans, Jews, American orientals, French Canadians, Spanish-speaking Americans, and Eskimoes, to complete a team project on. Each team will have a full class period to present pertinent factors which will give other members of the class an understanding of the communication patterns, and breakdowns which occur within the culture and as members of the culture interacting with persons of other cultural groups. The presentation may

include materials relating to helping members of the class understand better the culture at the theoretical, case study, or experiential levels. For example, if French Canadian separatists are chosen as a cultural group to be studied, the team may choose to include various audio-visual materials, a French Canadian participant, a simulation game, a discussion format, etc. to show how the problems of language, religious ties, cultural loyalties, violence and ethnography shape their internal communication and their effective communication or communication breakdowns with English-speaking Canadians. Each team will submit a full written annotated bibiliography of all sources consulted in preparing the project on the day of the presentation. Each annotation should include information describing the source and assessing its value for the project. Each team should hold a session with the instructor or his assistant before the class presentation to outline methods and content of presentation.

2. 15% - Written analysis of a personal experiential intercultural communication event, 4-7 pages. Each student is expected to write a detailed analysis of a significant personal intercultural communication event which has affected him/her in the past or during the semester, utilizing principles of intercultural communication as found in the course readings, lectures, or discussions as the criteria for establishing an effective analysis. For example, in the past semester one student reported on and analyzed a summer trip to Europe with an emphasis on the communicative and cultural patterns developing between the student members of the tour, a non-English-speaking bus driver, and a European guide. Another student reported on the problems she faced living for a year with a member of a different ethnic group, as her parents reacted to the assignment, as her own attitudes changed, as she interacted with the roommate and as she was accepted or rejected by the roommate's friends. A third student, who was black and female, discussed the problems which she had encountered in joining a previously all male and essentially white ROTC unit. Another joined the International Club and participated in its activities for most of the semester before making an analysis of the interaction occurring between members of the several cultural groups involved in the International Club activities.

3. 20% - Written research paper, 6-10 pages and notes and bibliography. Students may tie the paper into some aspects of the team project, or may choose an idea suggested by the course readings, lectures, or discussions. Major criteria in terms of substance to be utilized in considering each paper submitted include the demonstration of a clear understanding of the communicative and cultural interaction taking place in the treatment of the topic selected, and a well developed consistency of thought patterns and appropriate support for ideas. All papers are expected to be in acceptable format, with standard English composition and spelling. Students are invited to discuss topics in advance with the instructor or his assistant. All written material submitted should be pledged.

4. 15% - Midterm. An oral midterm will be held over the Samovar/Porter text and introduction to Prosser text plus materials discussed in class during the time prior to the midterm. The oral exams will be approximately two hours in length and will include about ten students

in each session. Each student will write five questions which emphasize major concepts addressed so far in the course either in the texts or in the class lectures and discussions. Questions may include theoretical or practical applications and should be valuable enough to generate some sustained dialogue in the exam session. Students are likely to be questioned on their own questions as well as those submitted by others in the exam session. Many questions will not be exclusively right or wrong but may allow for a variety of reasonable answers. Stress is placed not so much on memorization of facts as the ability to integrate materials and concepts. Students taking the exam may utilize an open book/open notes approach within reason. After exam groups are chosen, students are invited to hold joint preparation sessions and to freely exchange questions and answers. Students in the past have identified this type of exam, and the collective preparation sessions, as among the most productive exams that they have had the opportunity to take. Midterm exam sessions will be scheduled before the midsemester break.

5. 20% - Final oral exam, emphasizing materials from the Prosser text, and conclusion of the Samovar/Porter text, class lectures, and discussions during the second half of the course. The format will be essentially the same as for the midterm exam. Final exam sessions will be scheduled during the final exam week.

6. 10% - Class participation. Since class participation and discussion are considered a valuable aspect of the course, students are expected to attend the class regularly and will be penalized for more than four absences during the semester.

Late penalties: Every semester, students have many and often very reasonable excuses for not submitting materials on time As a standard which will be applied in every case, all written materials not submitted on the due date will be penalized by 5% on that assignment each class period late beyond stated due dates or grace periods. Since the team projects and oral examinations require considerable cooperation, students are expected to be prepared on the assigned days. Students failing to provide reasonable cooperation and sharing of responsibilities for the team projects will be penalized by a lowered grade on that project.

Assigned topics and readings for course meetings:

I. Definitions and characteristics of communication, communications and cultures; styles of communication: interpersonal, small group, organizational, public, and mass communication; factors involved in intercultural communication.

1. Introduction to course.
2. Video-tape: "A Global Conversation."
3. Initial definitions and models of communication. Read: Samovar/Porter, Unit I. "Intercultural Communication; An Introduction," pp. 1-32. Prosser, "Communication, Communications, and Intercommunication," pp. 1-20.
4. An intercultural simulation game, "Ba Fa Ba Fa." NOTE: class session will begin a half-hour early to allow enough time to complete the game.

5. Social psychological factors affecting intercultural communication. Read: Samovar/Porter, Unit II. "Social Psychological Factors: What We Bring to Intercultural Communication," pp. 33-96.
6. Attitudes toward various sub-cultures among Virginians; slide presentations by former students in Speech 30.
7. Slide presentation of a North American cultural system and influences on it: Newfoundland.

II. The role of language in intercultural communication; oral/aural cultures vs. visual cultures; development of language; role of symbolism, syntactics, and semantics as aspects of language.
8. Read Samovar/Porter, Unit III. "Intercultural Language: Taking Part in Intercultural Communication, pp. 97-158.
9. Discussion of language.

III. Non-verbal Communication between cultures; kinesics, the sense ratio, proxemics, the pragmatics of media as non-verbal communication.
10. Read: Samovar/Porter, Unit IV. "Non-verbal Aspects: Taking Part in Intercultural Communication," pp. 159-232.
11. First paper due: may be either 4-7 page analysis of a personal experiential intercultural communication event, or the 6-10 page research paper. Should be marked on top of paper which written assignment is being fulfilled and pledged. NOTE: late penalties. Viewing and discussion of Japanese-produced film: "Bwana Toshi" (a Japanese volunteer worker encounters almost impossible difficulties in an African cultural setting because of attitudinal, linguistic, and non-verbal problems in adjusting to the culture).
12. Continuation of viewing and discussion of film.

IV. Student Team Projects.
13. Read: Samovar/Porter, Unit V, "Practicing Intercultural Communication, Becoming More Effective," pp. 233-300. First student team project.
14. Second student team project.
15. Third Student Team Project
16. Fourth Student Team Project.
17. Fifth Student Team Project
18. Sixth Student Team Project

V. Interdisciplinary theoretical perspectives on international and intercultural communication.
19. Read: Prosser, "Theoretical Perspectives," pp. 23-66 and pp. 82-92.

VI. Attitude and opinion formation and sampling; the two-step and multi-step flow theory, consensus.
20. Read: Prosser, "Attitude Formation and Opinion Development," pp. 93-133.
21. Read: Prosser, "Attitude Formation and Opinion Development," pp. 133-165.

VII. The role of leadership in communication: who is leading whom from where to where, the charismatic leader.

22. Read: Prosser, "The Communication of Leadership," pp. 165-199.
23. Read: Prosser, "The Communication of Leadership," pp. 200-241. Second paper due: may be either 4-7 page analysis of personal experiential intercultural communication event or 6-10 page research paper. Should be marked on top which one it is and pledged; NOTE: late penalties.

VIII. Communication and social change; interpersonal, public, and mass communication.

24. Read: Prosser, "Communication as Agent and Index of Social Change," pp. 337-369.
25. Read: Prosser, "Communication as Agent and Index of Social Change," pp. 369-410.

IX. Communication and conflict resolution: interpersonal, intergroup, intercultural, and international.

26. Read: Prosser, "Communication in Conflict Resolution, pp. 241-286. Video Tape: "The Cross-Cultural Counseling Triad."
27. Read: Prosser, "Communication in Conflict Resolution," pp. 287-336.

X. The control of communication: contrasting views of freedom: communication rights.

28. Read: Prosser, "Freedom: Communication Rights and Censorship," pp. 461-530.
29. Read: Prosser, "Freedom: Communication Rights and Censorship," pp. 530-540, and "Propaganda," pp. 411-460.

XI. The integrative aspects of communication across national and cultural boundaries.

30. Read: Samovar/Porter, Unit VI, "Intercultural Communication Research: Searching for Answers," pp. 301-334; Prosser, "The Integrative Role of Intercommunication," pp. 541-586.

Final exam sessions include simulation game, "Star Power," all must be present.

SEMINAR IN INTERCULTURAL COMMUNICATION

Florangel Z. Rosario

University of Hawaii

Course Description:

The course provides a brief survey of variables found in research studies which focus on factors which facilitate or inhibit communication among peoples of different cultural backgrounds. The student is expected

to undertake an individual research project on a major area of cross-cultural communication. Emphasis on a particular problem area which may be examined by the use of an appropriate cross-cultural methodology.

Outline:

A survey of variables in intercultural communication, units of analysis, various approaches in the study of communication within cultures and other concepts outlined below:

I. Overview of Communication and culture. Definitions. Culture, Subculture; Intercultural Communication; International Communication; Developmental Communication; Intrapersonal; Interpersonal; Organizational; Mass Communication.

II. Units of Analysis
   A. Culture as a unit (Hall, Birdwhistell).
   B. The "subculture" as a unit (Rogers, Lewis).
   C. The individual (information acquisition, information processing and information transmission); the interpersonal (dyadic and small group situations); the organizational (communication in task-functions in organizations) and mass (use of mass media by different cultures) levels of analysis (Jain and Stroud).

III. Various Approaches in the Study of Communication within Cultures
   A. The anthropological approach (communication patterns shaped by cultural determinants).
   B. The social-psychological approach (perception of self and others and role concept).
   C. The psycholinguistic approach (meanings and responses).
   D. The developmental approach.
      1. Modernization factors affecting communication (Rogers, Niehoff, Arensberg, Inkeles, Lerner).
   E. The eclectic approach.
      1. Gardern's six perspectives in the study of intercultural communication (1962).
         a. Human communication is culturally defined.
         b. Cross-cultural contact between individuals of different socio-economic levels or strata of culture.
         c. Communication between individuals whose respective social systems are "out of phase" (rational-legal authority, traditional authority, charismatic authority).
         d. Communication between individuals whose social systems are basically incompatible (interpersonal relationships structure)
         e. Communication based on laws of recency, primacy and intensity.
         f. The concept of the "universal communicator".

IV. The Concept of Social Change
   A. Change agent-client relationships: reciprocity, empathy, credibility.
   B. Some factors in the development and modernization process: literacy, mass media exposure, cosmopoliteness, empathy, achievement motivation, innovativeness.

V. The Subculture Unit of Analysis
   A. The subculture of peasantry. Why study peasants? Elements of this subculture: mutual distrust in interpersonal relations, perceived limited good, dependence on and hostility toward government authority, familism, lack of innovativeness, fatalism, limited aspirations, lack of deferred gratification, limited view of the world, low empathy. (Rogers)
   B. The subculture of the "modern" man or elite. Communication between members of the profession and the subculture of peasantry. Characteristics of the "modern" man: openness to new experience, independence from authority of traditional figures, belief in the efficacy of science and medicine, achievement motivation, planning orientation, future-time orientation, active participation in public affairs. (Inkeles)
   C. The "ghetto" subculture. Communication within and among various ethnic groups. The Negro "subculture".
   D. Male-female roles in various societies. Dynamics of the changing concepts in masculine and feminine roles.

VI. Review of communication theory and methodology applicable in the study of intercultural communication.
   A. Theories:
      1. Theory of perception.
      2. International stereotypes and images.
      3. "Third culture" theory of the change agent.
      4. Symbolic interaction (transactional approach).
      5. Cognitive dissonance.
      6. "Two-step" flow of communication.
   B. Methodology:
      1. Survey, laboratory and field experiments using these techniques: (a) semantic differential; (b) Bales interactionist approach; (c) participant observation.
      2. Content analysis to examine (a) stereotypes and international images; (b) intent and content of messages.
      3. Kinesic methodology which employs (a) use of nonverbal cues and markers in interpreting social meaning in context; (b) computerized systems for mapping, coding, and analyzing nonverbal data (VID-R).
   C. Cross-Cultural Research Design
      1. Problems of data gathering
         a. Source-receiver social distance.
         b. "Manifest-latent" of discrepancy between thought, deed and word among respondents in developing countries.
         c. "Courtesy bias".
         d. "Sucker bias".
         e. "Hidden premises bias".
         f. "Reticent-loquacious bias".
         g. "Social desirability bias".
         h. Individual-group opinion bias.
         i. Racial bias.

VII. Projects. The student may choose to work on either (a) a research project on a particular problem area using any of the above theories and research techniques; or (b) design an international training program through the application of theory (e.g., "third culture" theory) and research findings.
Reports on individual projects.

VIII. Course Requirements. The student is expected to work on Project A or B--short papers which may be preliminary background material to a final term paper.
Final examination will be given.

Bibliography:

Barnlund, Dean, Interpersonal Communication: Survey and Studies, Boston: Houghton-Mifflin Co., 1968.

Becker, Samuel L., "Directions for Intercultural Communication Research," a paper prepared for a conference on "Speech Communication and World Development," East-West Center, 1968, 20 pp.

Bennis, Warren G., K.D. Benne and R. Chin, The Planning of Change, Holt, Rinehart & Winston, Inc., 2nd ed., 1969 (part. chapter on "The Design of Cross-Cultural Training: An Alternative to the University Model," pp. 373-395).

Brislin, Richard, et. al., Cross-Cultural Research Methods, John Wiley & Sons, New York, 1973.

Cauthen, Nelson R., and I. Robinson & H. Krauss, "Stereotypes: A Review of the Literature 1926-1968," The Journal of Social Psychology, 1971, vol. 84, p. 103.

Chu, Goodwon, "Problems of Cross-Cultural Communication Research," in Fischer, H. and J. C. Merrill (eds.), International Communication, New York: Hastings House, Publishers, 1970.

Deutschmann, Paul, H. Ellingsworth and J. T. McNelly, Communication and Social Change in Latin America, New York: Praeger, 1968.

Ellingsworth, Huber W., "Papers in International and World Affairs," International Programs, Michigan State University, April, 1966 series.

Emmert, Philip and W. D. Brooks, Methods of Research in Communication, Boston: Houghton-Mifflin Co., 1970 (part. Semantic Differentiation, Nonverbal and Kinesic Research on Interaction Analysis).

Frey, Frederick, et. al., Survey Research on Comparative Social Change: A Bibliography, Mass.: The MIT Press, 1969.

Gardner, George, "Cross-Cultural Communication," Journal of Social Psychology, Vol. 58 (1962), 241-256.

Hall, Edward T., The Silent Language, Greenwich, Conn.: Fawcett Publications, Inc., 1959.

Hall, Edward T., and W. F. Whyte, "Intercultural Communication: A Guide to Men of Action," Human Organization, Vol. 19, No. 1, pp. 5-12.

Harms, L. S., Intercultural Communication, Harper and Row Publishers, New York, 1973.

Hoopes, David (ed.), Readings in Intercultural Communication, Vol. II, Regional Council for International Education, June, 1972.

Inkeles, Alex, "Making Men Modern: On the Causes and Consequences of Individual Change in Six Developing Countries," American Journal of Sociology, Vol. 75, No. 2, 1969.

Kaplan, Bert, Studying Personality Cross-Culturally, Illinois, Row, Peterson and Company, 1961.
Lerner, Daniel and W. Schramm (eds.), Communication and Change in the Developing Countries, Honolulu: East-West Center Press, 1967.
Maletzke, Gerhard, "Intercultural and International Communication," in Fischer & Merrill (eds.), International Communication, 1970.
Mitchell, Robert, "Survey Materials Collected in the Developing Countries," in Rokkan, Stein (ed.), Comparative Research Across Cultures and Nations, Mouton, Paris, 1968.
Prosser, Michael, Intercommunication Among Nations and Peoples, Harper & Row Publishers, New York, 1973
Rogers, Everett M. with L. Svenning, Modernization Among Peasants: The Impact of Communication, New York: Holt, Rinehart and Winston, Inc., 1969.
Rokkan, Stein, Comparative Research Across Cultures and Nations, Mouton, Paris, 1968.
Rosario, Florangel, "Cross-Cultural Research Design for Social and Psychological Studies of Fertility," paper presented at the Expert Group Meeting on Social and Psychological Aspects of Fertility Behavior, ECAFE, Bangkok, June, 1974.
Scheuch, Erwin, "The Cross-Cultural Use of Sample Surveys: Problems of Comparability," in Rokka, Stein (ed.), Comparative Research Across Cultures and Nations, Mouton, Paris, 1968.
Simonsen, Bjorn and Goodwin Chu, "A Partially Annotated Bibliography on Cross-Cultural Communication," Stanford University Press, 1970.
Smith, Alfred, Communication and Culture, New York: Holt, Rinehart & Winston, 1966.
Tanaka, Yasumasa, "Psychological Factors in International Persuasion," Annals of the American Academy of Political and Social Science, Vol. 398, Nov., 1971, pp. 50-60.
Triandis, H.C. and L. M., "A Cross-Cultural Study of Social Distance," Psychological Mon. 76 (21) 1962.
Useem, John, R. Useem and J. Donahue, "Men in the Middle of the Third Culture: The Roles of American and Non-Western People in Cross-Cultural Administration," Human Organization (Fall, 1963), 169-179.
Whiting, J. W. M., "Methods and Problems in Cross-Cultural Research," in G. Lindzey & E. Aronson (eds.), Handbook of Social Psychology (2nd ed.), Vol. 2, Reading, Mass.: Addison-Wesley, 1969.

Relevant Readings will be found in the following journals: Journal of Social Psychology, Journal of Cross-Cultural Psychology, American Anthropologist, Journal of Communication, Journalism Quarterly, Rural Sociology, Public Opinion Quarterly, American Journal of Sociology, American Behavioral Science, Current Anthropology, Social Forces, Journal of Social Issues.

INTERCULTURAL COMMUNICATION

Tulsi B. Saral

Governors State University

Description

The nature and process of Culture and Communication will be examined.

Major topics will be the relation of a person's perception of environment and his communication behavior, the influence of culture on perception, the influence of cognitive differences on communication between different cultures, the nature and process of stereotype formation, and the effect of stereotyping on interpersonal and intercultural communications.

Rationale

Interaction among persons belonging to different culture groups is becoming increasingly common as efforts toward social, political and economic integration become more frequent. The literature concerned with stereotyping, interpersonal attitudes, and behavior in culturally heterogenous groups suggests that interaction across cultural barriers produces substantial difficulties.

The present module is an attempt to understand the complex process by which people belonging to different culture groups communicate, of fail to communicate, with each other.

Objectives

1. Student will understand the nature and concept of culture and will recognize certain universal features common to all cultures.
2. Student will become aware of the influence of culture on perception.
3. Student will examine Communication as a Process and become familiar with various models of communication.
4. Student will become aware of the similarities and differences between the processes of Interpersonal Communication and Intercultural Communication.
5. Student will examine the influence of cognitive differences between groups and communication between members of those groups.
6. Student will demonstrate an understanding of the nature and process of stereotype formation and how stereotypes edit and control our communications.
7. Student will understand the relationship between dialects and communication between the speakers of those dialects.
8. Student will examine the relationship between symbols and culture.
9. Student will become aware of the relationship between moral values and communication.
10. Student will examine the effect of culture on modes of communication.

Assessment

Active participation in the assigned group, writing reflections on all questions presented by students, class presentation and writing of a satisfactory term paper will each constitute one unit load. At the end of the session, students will have an opportunity of taking an oral, written or take-home examination to establish competencies in particular objectives for transcript purposes.

Instructional Resources

Bem, Sandra L. and Bem, Daryl J. Case Study of a Non-Conscious Ideology: Training the Woman to Know Her Place. In Daryl Bem (ed.) Beliefs, Attitudes and Human Affairs. Belmont, California: Brooks/Cole Publishing Co., 1970.

Bennet, John W. and McKnight, Robert K. Social Norms, National Imagery and Interpersonal Relations. In Alfred G. Smith (ed.) Communication and Culture. New York: Holt, Rinehart and Winston, Inc., 1966.

Campbell, Donald T. Stereotypes and the Perception of Group Differences. In American Psychologist, 22, 10, October, 1967.

Cantril, Hadley: Perception and Interpersonal Relations, American Journal of Psychiatry, Vol. 114, pp. 119-126, 1957.

Hall, Edward T. and Whyte, W. F. Intercultural Communication: A Guide to Men of Action in Alfred G. Smith (ed.) Communication and Culture. New York: Holt, Rinehart and Winston, Inc., 1966.

Hall, Edward T. The Silent Language. Greenwich, Conn.: Fawcett Publications, Inc., 1959.

Lee, Irving G. They Talk Past Each Other. In Irving Lee's How to Talk with People. New York: Harper and Row publishers, 1952.

Maletzke, Gerhard. Intercultural and Internation Communication. In Heinz-Dietrich Fischer and John Merril (eds.) International Communication. New York: Hastings House Publishers, 1970.

Singer, Marshall R. culture: A Perceptual Approach. Vidya. Spring, 1969.

Triandis, H. C. Cultural Influences Upon Cognitive Processes. In Leonard Berkowitz (ed.) Advances in Experimental Psychology. New York: Academic Press, 1964. (Bobb-Merrill Reprint A-463)

TEACHING CULTURE IN BILINGUAL CLASSES (SPANISH)

H. Ned Seelye

Loyola University of Chicago

Description

This course is designed for graduate students or experienced teachers in Spanish as a foreign language or in Spanish/English bilingual programs. Behavior occurs within a cultural context and can only be accurately decoded by someone who understands both the linguistic and cultural patterns of the actor. This course provides a vehicle for developing classroom strategies for learning the skills needed to communicate cross-culturally with Spanish-speaking people.

Course Goals

Course participants will:

1. develop those skills needed to locate information on key concepts of Latin America from bibliographic guides, fiction and nonfiction books, census reports and statistical abstracts, dissertations, journal articles, films, recordings, newspaper, magazines, radio, and native informants;
2. develop skill in fitting information-gathering activities into a problem-finding, purposeful framework consisting of seven different cultural goals involved in cross-cultural communication;
3. learn to approach the study of Latin American culture through an hypothesis-refinement process;
4. develop a strategy for their own classrooms which includes various techniques to increase student motivation and individualize instruction so that students increase their understanding of Latin America and develop skills to continually update their knowledge.

Required Reading

Gill, Clark, William B. Conroy, and Catherine Cornbleth, Key Ideas about Latin America. Austin: University of Texas (Latin American Curriculum Project), 1967.

Gordon, Raymond L. Living in Latin America: A Case Study in Cross-Cultural Communication. Skokie, Ill.: National Textbook Co., 1974.

Luttwak, Edward. Coup D'Etat: A Practical Handbook. New York: Fawcett, 1969.

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Ill.: National Textbook Co., 1974.

Required Projects

1. To further develop in yourself cultural skills similar to those your students can develop, each participant will complete a number of teacher-assigned activities (see assignment sheets). A participant-developed activity may be substituted for any of the teacher-assigned tasks if it (a) develops the same skills, (b) is described with similar specificity, and (c) receives the approval of the instructor.

2. To afford participants a concrete aid for implementing cultural instruction in the fall, each participant will help produce as a class project, a resource manual for individualized work on Hispanic culture. This manual will contain 21 different student activities, with the objective for each activity described in terms of student performance (terminal behavior, conditions, criterion) The activities should broadly sample the principal concepts of Hispanic culture and should be organized under the seven cultural skill areas, each area illustrated by three activities. Of the 21 activities suggested in the resource manual, at least eight different techniques (such as culture assimilators, clusters, games) must be represented. These activities are to be typed on dittos and distributed by the eleventh day of class after they have been critiqued by the instructor and subsequently revised by the class participants.

3. To provide some indication of how the concepts and skills developed in this course will be applied, each participant will develop individually a brief time-lined outline of how he/she intends to incorporate cultural instruction in his/her next year's courses or job assignment. To be handed in the last day of class, typed.

Course Outline

(1) Course orientation (Hall, 1959; Farb, 1973; Prosser, 1973); theoretical constructs for organizing content of Hispanic culture (Jenks, 1971; Seelye, 1974, Chaps. 1-2, 8; Gill, 1967) and for developing cross-cultural skills of communication and understanding (Seelye, 1974, Chaps. 3-4); assignments and time constraints; use of games and other pedagogic techniques (Lee, 1964; Carlson, 1969; Hubp, 1974, Vol. I, II; Abt, 1972); identification of key ideas which bear on golpes de estado. Assignment due: #1.

(2) Researching key concepts of Latin America; bibliography relevant to golpes; identification of attendant controversies. (Svobodny, 1973; Seelye, 1972, bibliography; Loy, 1973; Seelye, 1974, Chap. 10; Adams, 1973; Lange, 1969-73; Gonzalez Casanova, 1970; Murdock, current HRAF; Wilgus, 1974; Ruddle and Odermann, 1972; Wagley, 1964; Diegues Junior and Wood, 1967; Fallah, 1966.) Assignment due: #2 or #3.

(3) Evaluating statements about Latin America which relate to golpes de estado; hypothesis refinement through statistical data, mass media, and informants (Seelye, 1974, Chap. 8; Meyer, 1973; Jenks, 1974; Lenero Otero, 1971; Savaiano, 1974). Assignment due: #4

(4) Interaction of behavior and social variables; social stratification (Adams et al, 1960); dialectology (Kany, 1951, 1960a, 1960b); identification of societal sectors most involved in golpes (Luttwak, 1969). Assignment due: #5.

(5) Conventional behavior of sectors involved in golpes; age, sex, social class, place of residence variables; visual and dramatic portrayal techniques. Assignment due: #6 or #7.

(6) Visual illustration of key concepts relating to golpes; cultural connotations of words; word and image collages, photo essays; use of magazines and newspapers (Lange, 1974; Seelye and Day, 1974); interaction among sectors; identification of the options of each sector in a golpe and assessment of the cost of each option. Assignment due: #8, #9, #10.

(7) Planning the "rules" for a golpe de estado game/stimulation. (Livingston and Stoll, 1973; Zuckerman and Horn, 1973; Thiagarajan, 1973.) Assignment due; #11.

(8) GOLPE! (to extend through the evening)

(9) Post game debriefing; functionality of culturally conditioned behavior; anthropological overview (Richardson, 1970). Assignment due: #13.

(10) Cross-cultural miscommunication in daily routine (Gorden, 1974).

(11) Viewing United Stated society cross-culturally (Stewart, 1972; United States Bureau of the Census, 1973; del Rio, 1965; Miner, 1956).

(12) Implementing cultural instruction; course outlines; available instructional materials; strategies for individualization.

Course Bibliography

Abt, Clark, Serious Games. New York: Viking, 1970.

Adams, Henry E., ed. Handbook of Latin American Studies, No. 35 (Social Sciences). Gainesville: University of Florida Press, 1973.

Adams, Richard N., John P. Gillin, Allan R. Holmberg, Oscar Lewis, Richard W. Patch, and Charles Wagley. Social Change in Latin America Today: Its Implications for United States Policy. New York: Vintage Books, 1960.

Carlson, Elliot, Learning Through Games: A New Approach to Problem Solving. Public Affairs Press (419 Jew Jersey Avenue, SE, Washington, D.C. 20003), 1969.

del Rio, Angel, The Clash and Attraction of Two Cultures. The Hispanic and Anglo-Saxon Worlds in America. Baton Rouge: Louisiana State University Press, 1965.

Diegues, Junior, Manuel, and Bryce Wood, eds. Social Science in Latin America. New York: Columbia University Press, 1967.

Fallah, Skaidrite Maliks, A Selected Bibliography on Urban Insurgency and Urban Unrest in Latin America and other Areas. Washington, D.C.: The American University, (Center for research in Social Systems, 5010 Wisconsin Avenue, NW), 1966. (See Gov't Documents section of library.)

Farb, Peter, Word Play: What Happens When People Talk. New York: Alfred A. Knopf, 1973.

Gil , Clark, William B. Conroy, and Catherine Cornbleth. Key Ideas About Latin America. Austin: University of Texas (Latin American Curriculum Project), 1967.

Gonzalez Casanova, Pablo, et al. Sociologia del desarrollo latinoamericano: Una guia para su estudio. Mexico, D.F.: Universidad Nacional Autonoma de Mexico (Instituto de Investigaciones Sociales, 1970).

Gorden, Raymond L. Living in Latin America: A Case Study in Cross-Cultural Communication. Skokie, Illinois: National Textbook Company, 1974.

Hall, Edward, The Silent Language. New York: Doubleday, 1959.

Hubp, Loretta B., Let's Play Games in Spanish. (Book I for grades K-8; Book II for grades 9-12.) Skokie, Illinois: National Textbook Company, 1974.

Jarvis, Gilbert A., ed. Responding to New Realities (ACTFL Review of Foreign Language Education, Vol 5). Skokie, Illinois: National Textbook Company, 1974.

Jenks, Frederick L., A Schema for the Generation of Educational Objectives Related to the Teaching of Culture in the Foreign Language Classroom. Doctoral dissertation, Wayne State University, 1971.

Jenks, Frederick L., "Any Fifteen-year-old Student CAN Do Socio-Cultural Research." Careers, Communication and Culture. Skokie, Illinois: National Textbook Company, 1974.

Kany, C. E., American-Spanish Euphemisms. Los Angeles: University of California Press, 1960.

Kany, C. E., American-Spanish Semantics. Los Angeles: University of California Press, 1960.

Kany, C. E., American-Spanish Syntax. Chicago: University of Chicago, 1951.

Lange, Dale L., ed., Annual ACTFL Bibliography(1969 to present). Published in May issues of Foreign Language Annals; also available through ERIC (62 Fifth Avenue, New York 10011).

Lee, W. R., Games and Drills for Learning Foreign Languages. London: Oxford University Press, 1964

Lenero Otero, Luis, Investigacion de la familia en Mexico. Mexico, D.F.: Impresora Galve, S. A. (Instituto Mexicano de Estudios Sociales), 1968, Segunda edicion 1971.

Livingston, Samuel A., and Clarice Stasz Stoll, Simulation Games: An Introduction for the Social Studies Teacher. New York: Free Press, 1973.

Loy, Jane M., Latin America: Sights and Sounds, A Guide to Motion Pictures and Music for College Courses. Gainesville, Florida: consortium of Latin American Studies Programs, 1973.

Luttwak, Edward, Coup D'Etat: A Practical Handbook. New York: Fawcett, 1969.

Meyer, Philip, Precision Journalism: A Reporter's Introduction to Social Science Methods. Bloomington: Indiana University Press, 1973.

Miner, Horace, "Body Ritual among the Nacirema." American Anthropologist 58, (June 1956): 503-507.

Prosser, Michael H., ed. Intercommunication Among Nations and Peoples. New York: Harper and Row, 1973.

Richardson, Miles, San Pedro, Colombia: Small Town in a Developing Society Case Studies in Cultural Anthropology Series. New York: Holt, Rinehart and Winston, 1970.

Ruddle, Kenneth, and Donald Odermarn, eds. Statistical Abstract of Latin America, 1971 Los Angeles: University of California (Latin America Center), 1972.

Savaiano, Geraldine, "Some Indications of Changes in Customs and Attitudes Among Certain Latin American Young People of the Middle Class," Hispania 57 (2), (May 1974): 254-269

Seelye, H. Ned, Teaching Culture: Strategies for Foreign Language Educators. Skokie, Illinois: National Textbook Company, 1974.

Seelye, H. Ned, ed. Teaching Cultural Concepts in Spanish Classes. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1972.

Seelye, H. Ned, and J. Laurence Day, The Newspaper: Spanish Mini-Culture Unit. Skokie, Illinois: National Textbook Company, 1974.

Stewart, Edward C., American Cultural Patterns: A Cross-Cultural Perspective. University of Pittsburgh (Regional Council for International Education), 1972.

Svobodny, Dolly D., "Information Sources for the Foreign-Language Teacher-Researcher," in Jerald R. Green, ed., Foreign-Language Education Research: A Book of Readings. Chicago: Rand McNally, 1973, pp. 37-50.

Thiagarajan, Sivasailam, ed., Current Trends in Simulation/Gaming. Bloomington: Indiana University (School of Education), 1973. (Special edition of Viewpoints 49 (6).)

United States Bureau of the Census, Statistical Abstract of the United States, 1973. (94th ed.) Washington, D.C.: United States Government Printing Office, 1973.

Wagley, Charles, ed., Social Science Research on Latin America. New York: Columbia University Press, 1964.

Wilgus, Karna S., comp., Latin America Books: An Annotated Bibliography for High Schools and Colleges. New York: Center for Inter-American Relations (680 Park Avenue), 1974.

Zuckerman, David W., and Robert E. Horn, The Guide to Simulations/Games for Education and Training. Cambridge, Mass.: Information Resources, 1973.

APPLIED INTERCULTURAL COMMUNICATION

Khalil I. H. Semaan

SUNY-Binghamton

Araboislamic - American

Description:

A survey of Islamic teachings, thought, and institutions, and the culture of Southwest Asian and North African peoples who profess Islam, with special emphasis on communication problems created by racial, linguistic and cultural differences, and on how traditional cultural assumptions affect verbal and non-verbal communication between Americans and Muslim Arabs.

Objectives:

To give the student scientific knowledge of Muslim Arabic culture as it has been existing since its appearance on the stage of history.

To provide the student with tools necessary for scientific research in inter-racial and intercultural communication.

To help prepare the student to function with ease within his pluralistic world here at home and with persons belonging to the Muslim Arabic-culture in Southwest Asia and North Africa.

1st week

I. Setting the Stage:
   A. Delineating our Subject-Matter
      1. The Meaning of 'Islamic'
      2. A Humanities Definition of 'Culture'
      3. Islam's Claims on our Interest

2nd week

II. The Pre-Islamic Scene:
   A. Geographical Sketch
      1. Anatolia & Iran
      2. The Arabian Peninsula
      3. Mesopotamia
      4. Syria-Palestine (i.e., Jordan, Israel, Lebanon and the Syrian Arab Republic including the Turkish Sandjak of Alexandretta and the U.A.R. Gaza District)
   B. Historical Sketches:
      1. Pre-Semitic Times
      2. The Coming of the Semites: their Origin, Rise, Decline and Fall
      3. The Coming of the West: Inroads, Confrontation with the East, Triumph, Disintegration and Fall.
   C. Cultural Sketches:
      1. Literature, Philosophy and Religion
         a. Before the Semites: A Sumerian Paradise; Gods at War
         b. Early Semitic: Epic of the Creation; A Hymn to Ishtar; Praising the Lord of Wisdom; On Human Misery; The Tale of Aqhat

c. Middle Semitic: In the Beginning; The Lord is my Shepherd; On Human Misery; To Know Wisdom; Let Him Kiss Me
d. Early Modern Semitic: The Ballad of the Three Witches; A Refuge from Scathe; A Murdered Man Lying; She Mocked at Me; I am Weary of Life; Thou Seest Us

2. The Arts and the Sciences

3rd week

III. The Coming of Islam:
A. Geographical Environment
B. The Characteristics of the Arabian Society and its Historical Background
C. The Religious Mood of the Times
1. Judaism
2. Christianity
3. Zoroastrianism
4. Arab Paganism
D. Muhammad's Life and Career

4th, 5th and 6th weeks

IV. The House that Muhammad Built
A. Islam as a Religion
1. The Qur'an
2. The Traditions
3. Beliefs and Practices
4. The Last Day
5. Predestination
6. Holy War
7. Sects
B. Expansion
1. Into Neighboring Lands
2. Beyond Persia, Beyond Egypt
3. Empire's Capitals
a. Madinah
b. Damascus
c. Baghdad
d. Cordova
e. Cairo
f. Constantinople
C. The Polity and its Administration
1. Caliphs and Imams , Kings and Sultans
2. Constitution
3. Executive, Legislative and Judicial
a. The "Princes of the Faithful"
b. The Vizier
c. The Wali
d. The Qadi
e. The 'Prince of the Soldiers," the "Prince of the Seas"
4. Dar al-Islam and Dar al-Harb
5. Minorities
D. The Social Order
1. Nomads and Sedentary Peoples
2. Family
a. Marriage
b. Children
c. Separation of the Sexes

3. Harem
4. Prostitution
5. The Eunuch
6. Slaves
7. Recreation
   a. Intellectual Salons
   b. Other Forms (Athletics and Games)

E. The Mechanics of Survival
1. Agriculture
2. Industry
3. Commerce

F. Cultural Achievements
1. Belles Lettres
2. Philosophy
3. Theology and Jurisprudence
4. History and Historiography
5. Geography of Lands and Peoples
6. Architecture, Art, and Music
7. The Sciences and the Medical Arts
8. Education

7th & 8th weeks

V. The Modern Scene
A. Decline: Its Causes and Effects
B. Confrontation with the West: the Fall
C. The Impact of the West: the Reawakening
D. Search for Identity: Pan-Islamic or National
E. The Present
1. Material vs. Cultural Goods
2. So Far, So Good: Achievements and Shortcomings
   a. The Political Realm
   b. The Social Realm
   c. The Cultural Realm
      c.1. Belles Lettres
      c.2. Philosophy, History and the Social Sciences
      c.3. The Sciences
      c.4. Architecture, Painting and Sculpture
      c.5. The Performing Arts

VI. Curtain: Recapitulation and Synthesis

9th, 10th and 11th weeks

VII. Culture and Communication
A. Importance, Application and Attempt to Define Inter-cultural Communication
B. Language and Culture
1. The Nature of Language
2. Language as a Mirror of the Culture of the People Who Speak it.
3. Non-Verbal Complements of Language
C. Race, Prejudice and Inter-Racial Relations
1. Theories
2. Personal Experience (by Participants)
D. Religion and Self Identification
1. Self-Image in Judaism, Christianity and Islam
2. American Patriot and Arab Nationalist (Reflections

on Approaches by White (Jewish, Catholic and Protestants of Various National Origins, Men and Women), Black, Sino-Japanese, and American Indian on the One Hand, and by Arabs (Muslims and Non-Muslims) on the other

E. Ideology
   1. Capitalism vs. socialism
   2. Independence vs. Interdependence
   3. Nationalities as Sister Members of the World Community

F. Personal and Personality
   1. Dogmatism
   2. Authoritarianism
   3. Ethnocentricity
   4. Egalitarianism

G. Summing up: The Self in Its Own Worlds and outside Them

12th week to end of semester

VIII. Applied Intercultural Communication (Students Will Be Introduced to Persons Belonging to the Muslim Arab Culture for Factual Testing of Knowledge and Tools Acquired in the Course).

IX. Reporting, Analysis, Critique, and Modification

Textbooks:

Hitti, Philip K.: History of the Arabs. New York, 1970
Jeffery, Arthur: Islam: Mohammad and His Religion. New York, 1958
Schroeder, E.: Mohammad's People. Portland, Maine, 1955
Pei, M.: Language for Everybody. New York, 1961
Prosser, M. H., ed.: Intercommunication among Nations and Peoples. New York, 1973
Samovar, L. and Porter, R. (eds.): Intercultural Communication: A Reader. Belmonat, California, 1972

Readings:

To be selected and assigned on the basis of the student's interest and as the course progresses.

UNDERSTANDING AMERICAN CULTURE

Edward Stewart

University of Delaware

Course Objective

The objective of the course is to provide a description of American culture so that the content will not only be mastered but also assimilated. For the attainment of this objective, there must be some congruence between the private fantasies, images, motives and styles of students and the

content of the course. Choice of topics and concepts, use of methods of discussions and simulations, and the use of visual materials will contribute to establishing bridges between the content of the course and the students.

American culture will be systematically presented in contrast to other cultures or according to contrasts found in subcultures of American society. Some of the cultural variations of the American scene will be considered according to black - white and middle - lower class distinctions. The approach to American culture is interdisciplinary, and special attention is given to the psychological and social levels of analyzing culture. The concepts used are cognitive dimensions which are conceptually equivalent from culture to culture, and refer to differences among people rather than to their similarities.

The content of the course is organized as patterns of thinking, assumptions, values and cultural norms. Patterns of thinking are considered as processes while values are identified as the rules governing behavior available to awareness. Assumptions, on the other hand, represent fundamental predispositions of the individual which lie below the level of awareness. Cultural norms do not completely govern behavior but constitute social concepts used to explain or justify and partly guide behavior.

The content of the assumptions and values of American culture are covered according to four components. The first one of these is the form of activity which includes decision-making, action, motivation, temporal orientation and other topics.

The second component of culture, form of social relations, consists of topics such as friendship, equality, cooperation, formality and specialization of roles.

The perception of the world is the third component comprising of subjects such as the relationship of man to nature, materialism, progress, quantification and time.

All cultures may be regarded as assuming some perception of the individual and the self. This is the fourth component of culture under which the topics of individualism, self as point of reference, cultural variations of the self concept, self-reliance and fragmentation of the personality are considered.

Textbook

McGiffert, Michael, The Character of Americans, Dorsey Press, 1964.

Sample of books used as references:

Kaplan, Bert, Studying Personality Cross-Culturally, Harper and Row, 1961.
Kluckhohn, Florence and Fred L. Strodtbeck, Variations in Value Orientations, Row, Peterson, Evanston, 1961.
McClelland, David C., The Achieving Society, D. Van Nostrand Company, Inc., Princeton, 1961.

Nakamura, Hajime, Ways of Thinking of Eastern Peoples: India - China - Tibet - Japan, East-West Center Press, Honolulu, 1965.
Williams, Jr., Robin M., American Society; a Sociological Interpretation, Alfred A. Knopf, New York, 1961.

INTERCULTURAL WRITING

V. Lynn Tyler

Brigham Young University

Design

Keys to the discovery and use of intercultural frames of literary reference: textual styles and symbolics; media and instruments of development. Acceptance: writing to meet the needs and desires of peoples in other cultures. Scope of intercultural communication: informative (cognitive), motivational (affective). Resources for the development and use of talents: transcultural analysis and synthesis.

Individual research and discovery: old and new resources. Dynamic experiences: creative intercultural writing -- with field and colleague evaluation and verification of achievement. Director as a guide and team member.

Program

Analysis of others' creative efforts in personally selected fields. Coordination with group projects for common goal achievement. Projecting cultural acceptance: pre/post assessments. Depth survey of markets and materials. Learn-shops involving critical analyses coupled with field evaluation. Development of personal file and portfolio.

Evaluation

Personal goals set, with periodic achievement-check by individual, director (and group). Practical comparexams leading to application of principles. Creative output also credited. In-field use measurements determined.

Resources

On Library Reserve, or personal copies. (All to be previewed by the individual and/or group, led by director.)

Texts:

Beals, Culture in Process
Bem, Beliefs, Attitudes, and Human Affairs
Birdwhistell, Kinesics and Context
Brown, Understanding Other Cultures
Berlo, Process of Communication

Hoopes, Readings in Intercultural Communication (I-III)
Journal: Futures Conditional
Kryston & Meares, Know What I Mean?
Lee, Customs and Crises in Communication
P.E.N., The Art of Translation
Language Research Center, Transcultural Guide -- Cultural Specific Packets
Kakonis & Wilcox, Now and Tomorrow: Rhetoric of Culture
Lerner & Shramm, Communication and Change in Developing Countries
McLuhan & Fiore, The Medium is the Message
Nirenberg, How to Read A Person Like a Book, and Meta-Talk
Packer, The Hidden Persuaders
Prosser, Intercommunication Among Nations, People
Samovar & Porter, Intercultural Communication, A Reader
Smith, Communication and Culture
Smith, Transracial Communication
Other:

Language/culture specific media: films, periodicals, radio-tv, brochures, handbooks and manuals, etc. Practitioners: persons involved directly in preparation and editing of media and materials.

Specifics

STUDY/USE TOPICS for individual and group(s). The order, weighting, emphasis, and manner of discussion and research will vary according to needs, proposals, and minimal requirements as determined by the director and participants together. In that no single text is available for directional reading, to meet individual needs, the above texts and other resources plus any others desirable may be used to discover new elements of learning.

1. Transculturalization: intercultural communications dimensions -- a field survey
   A. Texts and styles
   B. Symbolics: Cultural Prisms
   C. Media: interpersonal and mass
   D. Audiences and levels
2. Varieties of artistic sensitivity: methods and means of informing with feeling
3. Types and functions of languages and paralanguages: English to English to 3,000 tongues
4. You as a creative intercultural writer: qualifications, development, recompense
5. Codifying the uncoded: cultural pre-assessment: geo-, socio-, esthe-, psych-, supra-, sub-.
6. Getting the Them-There-Then into the Me-Here-Now-- "Best sellers" and societal changes
7. Verbalizing the Non-Verbal
8. Developing a developing guidesheet:
   A. Levels of precision, clarity beyond the opaque
   B. Independent expression with borrower's prerogatives
   C. Reculturalizing your initiative and thinking and abilities
   D. Special cases: checklisting the essential -- pre/post experience analyses
   E. Evaluative tools: editing the editors
9. Portfolio: gathering and using validated patterns
10. Learn-shops: envisioning your creations through others' eyes and with others' feelings: Group, interpersonal, field

COURSES IN COMMUNICATION

AND DEVELOPMENT/SOCIAL CHANGE

COMMUNICATION IN MODERNIZATION AND DEVELOPMENT

N. Asuncion-Lande

University of Kansas

Course Description

An examination of the role of communication in the introduction of change within cultures and the diffusion of innovation between cultures.

Specific Objectives

To examine the role of communication in innovation and national development.

To devise specific communication strategies for the diffusion and adoption of innovations.

Class Activities

1. The lecture-discussion method of instruction will be employed throughout the course. Discussions will be based upon assigned readings.
2. There will be a mid-term examination and possibly a final one. The examinations will be based upon readings and lectures.
3. A strategy paper for a specific innovation should be prepared. It should present in detail the specific communication activities to be utilized in the introduction and implementation of the new idea or practice. The writer should provide an introductory background concerning the nature of the "target" or "client" system, i.e., the social system and its cultural norms. This assignment should be submitted not later than the fourteenth session. The paper will be presented in class for discussion by the members.
4. The final grade will be derived from a composite of work done in class such as examinations, the strategy paper and participation in the discussions.

Course Requirements

An introductory course in either Anthropology, Speech or Sociology.

Note: The Readings will be supplemented by lectures and audio-visual aids.

References:

Rogers, E. and Svenning, L. Modernization Among Peasants: The Impact of Communication (Text)

Rogers, Everett, F. Shoemaker, Communication of Innovations

Bennis, W., Benne, K., Chin, R. (eds.) The Planning of Change

Lerner, D., Schramm, W. (eds.) Communication and Change in The Developing Countries

Niehoff, A. A Casebook of Social Change

I. Development of Planned Change
First and second weeks
A. Some current notions about social and technical change.

B. Some concepts on the nature of change.
C. General mechanisms of planned change.
D. Role of communication in change
   1. "Communication and Change," Lerner & Schramm, pp. 5-33.
   2. General Strategies for Effecting Changes in Human Systems," Bennis et al, pp. 32-59.
   3. "The Mechanisms of Change," Bennis et al, pp. 98-107.
   4. "The Role of Information in National Development," Schramm, W. UNESCO, 1964 (entire monograph)
   5. "Social Change, Development and Modernization," Rogers and Svenning, pp. 1-18.

II. Elements of Change
Third, fourth and fifth weeks
A. Nature and process of the innovation.
B. Variables in the process of change.
C. 1. "Introduction," Rogers and Shoemaker, pp. 1-42.
   2. "The Process of Innovation," A. Niehoff, A Casebook of Social Change, pp. 10-41.
   3. "The Subculture of Peasantry," Rogers and Svenning, pp. 19-41.
   4. "Literacy," Rogers and Svenning, pp. 68-95.
   5. "Cosmopoliteness," Rogers and Svenning, pp. 146-68.
   6. "Empathy: Lubricant of Modernization," Rogers and Svenning, pp. 195-218
D. Discussion of strategy paper.

III. Elements of Diffusion
Sixth, seventh and eighth weeks
A. The flow of communication and influence in social system.
B. Multi-stage flow of communication.
C. Opinion leaders and decision-making patterns.
D. Outline of strategy paper.
   1. "Communication, Institution Building and the Reach of Authority," Lerner & Schramm, pp. 35-36
   2. Rogers and Svenning, "Opinion Leadership and the Flow of Communication," pp. 219-241.
   3. Rogers and Svenning, "Communication Channels," pp. 251-268.
   4. "The Processes of Opinion Change," Bennis et al, pp. 222-229.
   5. "Interpersonal and Mass Media Communication Channels," Rogers and Svenning, pp. 124-45.

(Note: Ninth week - Mid term test)

IV. Dynamics of Change
Tenth and eleventh weeks
A. Stages of Adoption.
B. Styles of communication during adoption.
C. The adoption period.
   1. "The Innovation-Decision Process," Rogers and Shoemaker, pp. 117-135.
   2. "Perceived Attributes of Innovation and Their Rate of Adoption," Rogers and Shoemaker, pp. 136-173.
   3. "Adapter Categories" Rogers, & Shoemaker pp. 176-197.
   4. "The Social Itinerary of Technical Change: Two Studies on the Diffusion of Innovation," Bennis et al, pp. 230-254.
   5. "The Web of Modernization," Rogers and Svenning, pp. 316-41

V. Resistance to change, psychological correlates of modernization
Twelfth and thirteenth weeks
A. The communicator as a factor in resistance to change.
B. The target audience and his responses to change.
C. Verbal and non-verbal expressions of resistance to change.
1. "Collective Innovations Decisions," Rogers and Shoemaker, pp. 488-526.
2. "Fatalism," Rogers and Svenning, pp. 273-89.
3. "Achievement Motivation," Rogers and Svenning, pp. 242-272.
4. "Innovators as Deviants" Rogers and Shoemaker, pp. 193-206.

VI. Role of the change agent
Fourteenth week
A. The change agent as a communicator.
B. Relating the change agent to the client system.
1. "The Role of the Change Agent and the Consequences of Innovation," Rogers and Shoemaker, pp. 228-248.
2. "Manipulation of Human Behavior," Bennis et al, pp. 582-593.
3. "Change Agents, Clients and Change," Rogers and Svenning, pp. 169-94.

VII. Theory of Diffusion and Innovation
Fifteenth week
1. "Predicting Innovativeness," Rogers, pp. 285-292.
2. "Toward a Theory of the Diffusion and Adoption of Innovations," Rogers and Shoemaker, pp. 300-308.
3. "Computer Simulation of Innovation Diffusion in a Peasant Village," Rogers and Svenning, pp. 343-358.

VIII. Final test - Sixteenth week

CROSS-CULTURAL COMMUNICATION AND NATIONAL DEVELOPMENT

William A. Herzog

Michigan State University

Course Objectives

The main purpose of this course is to assess the role of communication in development. We will look at communication from two viewpoints. The first viewpoint assumes that national development requires some kind of technical assistance, that is, that transfers of expertise are a part of the developmental process. To that extent, the communication behavior of the expert technician becomes a developmental variable. What kinds of cross-cultural differences are related to his communication effectiveness? We will take a look at some of the variables related to effectiveness in a cross-cultural situation. From the second viewpoint, the transfer of technology is a communication process. Therefore, we may ask, how does the communication process, both through mass media and interpersonal channels, contribute to development? What communication strategies have been found to be effective? Related to both of these viewpoints is the central fact that development implies change - both to the nation and to the member citizens of the nation. We will also look at the changes of life style - the

individual modernization - which are the concomitants of development and the effects of communication.

Students completing this course should be: (1) more aware of factors involved in the cross-cultural communication process; (2) more knowledgeable about the main concept in communication and development, and their inter-relationships, and (3) able to evaluate the use of media in the development of a country, and to recommend changes in existing systems to help achieve various development goals.

Texts

The main texts will be:

Berlo, David K. (ed.), Mass Communication and the Development of Nations, East Lansing, Michigan State University, International Communication Institute, August, 1968. (Five copies will be held on reserve in The Diffusion Documents Center, 526 South Kedzie. You may borrow them and read them on the 5th floor).

Hall, Edward T., The Silent Language, New York: Doubleday and Company, 1959.

Rogers, Everett M., Modernization Among Peasants: The Impact of Communication, New York: Holt, Rinehart and Winston, 1969.

Schramm, Wilbur, Mass Communication in National Development, Palo Alto, Stanford University Press, 1964.

Assignments

The required readings are listed below. These readings contain the basic content of the course and should be read prior to the class session for which they are designated. Class periods will be devoted to discussions of the readings and you will be expected to participate.

A two-part paper will be required for the course. In the paper you will specify a development-related problem in a developing country (other than your native country). You will describe the communication systems - mass media and interpersonal - and make recommendations for a communication strategy which would help solve the problem you have specified.

Your paper, then, might be developed somewhat as follows:

Part I. Statement of the problem. It may be reducing illiteracy rates, introducing a population program, improving nutrition, increasing agricultural production, making low-cost housing available, etc. What specific sector are you trying to develop? Relation of that area to the over-all development of the country. Statement of current level of that variable and related characterisitcs of the problem.

Description of media systems. Mass Media: availability, distribution, ownership and control, extent to which they are currently used to assist development. Interpersonal: Structure of social systems. What do we know about influence patterns and opinion leaders among target population?

Part II. Your strategy for using communication to help solve the problem you have specified. What communication channels and messages are to be

used for which audiences? What training is necessary? What administrative steps will need to be taken? What agencies (if any) created?

Topic and readings for course meetings

I. Course introduction; explanation of assignments; background of students and instructors

II. Cross-cultural communication; non-verbal communication; effectiveness of change agents in unfamiliar cultures
Hall, ch. 2-5
Klineberg, Otto, The Human Dimension in International Relations, ch. 4, 11, 12, 13

III. Development concepts and theories; the nature of underdevelopment; some viewpoints on development
Rogers, ch. 1, 2, 3
Rostow, The Stages of Economic Growth, ch. 1-6
Fals Borda hand-out

IV. Characteristics of the targe audiences; the human element in development (OUTLINE OF PAPER DUE)
Rogers, ch. 4, 7, 9, 11, 13

V. Communication and development; world systems of communication; mass media and interpersonal systems
Schramm, ch. 2, 3, 4
McNelly, John (in Berlo) "Perspectives on the Role of Mass Communication in the Development Process"
Rogers, ch. 5, 6, 8, 10
Deutschmann, Paul (in Berlo) "The Mass Media in an Underdeveloped Village"

VI. Planning communication strategies in development communication within projects; literacy programs; radio forums; discussion groups; Project Support Communication (PART I OF PAPER DUE)
Schramm, ch. 5, 6, 7
Boyd hand-out
Beltran hand-out
Hiniker, Paul (in Berlo) "The Mass Media and Study Groups in Communist China"

VII. MID-TERM EXAMINATION

VIII. Discussion of mid-term and related topics

IX. Analysis of aggregate data on mass media and correlates
Farace, R. Vincent (in Berlo) "Mass Communication and National Development: Some Insights from Aggregate Analysis"

X. Simulation of mass media and interpersonal communication in developing countries
Rogers, ch. 15

XI. Wrap-up of course
PART II OF PAPER DUE

COMMUNICATION AND SOCIAL CHANGE:
THE DIFFUSION OF INFORMATION AND INNOVATIONS

Jagan Rao

West Georgia College

Purpose

The primary purpose of the course is to provide an understanding of the social change process and the role of communication in the change process in particular. It might also assist you in building your own strategies and as a "change agent".

Texts

Everett Rogers and Floyd Shoemaker, Communication of Innovations: A Cross-Cultural Approach, Free Press, 1971.
Francis Allen, Socio-Cultural Dynamics, McMillan, 1970

Paper

Undergraduates are expected to write a short paper (about 5 pages) relating the concepts of the course to a novel on non-fiction work drawn from a list to be handed out. Graduate students are expected to submit a term paper (the "opportunity paper"); this should be less than 15 pages in length. It may deal (1) with an evaluation or critique of some diffusion research studies in an area of interest to you, (2) with an analysis of an existing or proposed program of directed change, or (3) with a new research project proposal of special interest to you.

Course content, class sessions and readings

I. Introduction to Social Change
   A. Reality of Change
   B. Fundamentals in the study of change
   Allen, Chapt. 1 and 2
II. Approaches to the Study of Change
   A. Study of socio-cultural change: Evolution, Differentiation and immanency
   B. Structural-Functionalism, Cybernitic analysis
   C. The conflict approach, Economic and Technological approach
   D. Historical, Ideological factors, self-determinative or active approach
   E. Planned and directed change, communication and change
   Allen, Chapt. 3 and 4
   Allen, (skim read Chapt. 5 to 8)
III. Communication and Change
   A. Basic concepts
   B. Diffusion: Elements and traditions of research
   C. Innovation
   Rogers, Chapt 1 and 2
   Allen, Chapt. 10 and 12
IV. Case Studies in Diffusion
   A. Film: Steinbeck's "The Forgotten Village"
      Discussion of film in small group
   Review Rogers, Chapt. 1
   Coleman and others, "Integration and Innovation" (Mimeo)
V. Culture, Norms, and Diffusion
   A. Effect of culture and norms on diffusion
   B. Effect of diffusion on culture and norms

D. Social structure and the diffusion process
Arensberg and Niechoff, "The Concept of Culture" (mimeo), "Culture Change" (mimeo)
Allen, Chapt. 11
Carlson, "Social Structure and Rate of Adoption" (mimeo)

VI. Innovation Decision Process
A. Types of innovation decisions
B. Stage vs. function conceptualism
C. Dissonance theory
D. Adoption
Rogers, Chapt. 3

VII. Properties of Innovations
A. Characteristics of innovations
B. Perception
C. Selectivity Processes
Rogers, Chapt. 4

VIII. Innovativeness
A. Definition and operational measure
B. Frequency histogram
C. The normal curve and adopter categories
D. Predicting innovativeness
Rogers, Chapt. 5, pp. 176-185
Precis of term paper due (graduate students only)

IX. Audience Analysis: Characteristics of Adopter Types
A. Dominant social values
B. Social characteristics
C. Channel orientations
D. Cosmopoliteness
E. Self-images of adopter types
F. Focus on innovators
Rogers, Chapt. 5, pp. 186-199

X. Review of Progress
A. Class review
B. Test I, short essay and identification

XI. Communication Channels
A. Interpersonal - Mass media
B. Media forums
Rogers, Chapt. 8

XII. Opinion Leadership
A. Two-step and multi-step flaw models
B. The role of opinion leaders
C. Personal influence
D. Measuring opinion leadership
E. Characteristics of opinion leaders
Rogers, Chapt. 6

XIII. Consequences of Change
A. Direct and indirect consequences of change
B. Windfall profits
C. Innovations that fail

Rogers, Chapt. 11
Sharp, "Steel Axes for Stone Age Australians" (mimeo)
Carlson, "Unanticipated Consequences in the Use of Programmed Instruction" (mimeo)

XIV. Collective Innovation Decisions
- A. Community power
- B. Stages and roles
- C. Concentration of power
- D. Participation in decisions

Rogers, Chapt. 9

XV. Communication and Change within Organizations
- A. Characteristics of bureaucracies
- B. Barriers to diffusion
- C. Strategies for organizational change

Rogers, Chapt. 10

XVI. Review of Progress
- A. Class review of past material
- B. Test II, short essay and identification questions

XVII. The Change Agent
- A. Strategies of bringing about change
- B. Compatibility, empathy, homophily, and creditability

Rogers, Chapt. 7

XVIII. Programs of Directed Change
- A. Case studies
- B. General discussion

to be assigned

XIX. Review

XX. Term papers due

XXI. Final examination

CROSS-CULTURAL COMMUNICATION
ROLE OF COMMUNICATION IN DEVELOPMENT

Everett M. Rogers

Michigan State University

Course Objectives

The objective of this course is to acquaint students with the role of communication variables in economic, social, and political development of developing countries and regions of the United States. Central to regional and national development is the process by which individual human beings change their style of life--"modernize". Therefore, the course will emphasize the ways that mass and interpersonal communication contribute to change and growth at both the individual and aggregate levels. Theory and research will be utilized to develop some tentative conclusions about communication as both an agent and index of modernization and development.

Students completing the course should be able to (1) evaluate the use of media in the development scheme of a country; and (2) make a contribution;

toward integrating communications variables into a country's development plan.

Approach

The course will begin with an overview of major theories and concepts of modernization and development. Emphasis will be on interdisciplinary approaches. Attention will be given to development planning, particularly the aspects of communication which need to be defined and included in plans. The structure and status of communication systems in various societies will be studied so that efficiency and effectiveness of communication variables in promoting change can be evaluated. Several communication media techniques will be reviewed. Finally, strategies will be summarized. Most of the course will be oriented toward developing nations, but a special section (item VI) will deal with cross-cultural communication and development in the United States. Thus we do not deal with cross-cultural communication as only cross-national communication; we also include within-nation developmental communication, especially that occurring between culturally-different individuals.

Texts

Rogers, Everett M. Modernization Among Peasants: The Impact of Communication. New York: Holt, Rinehart and Winston, 1969.

International Communication Institute. Mass Communication and the Development of Nations. East Lansing: Michigan State University. August, 1968.

Other readings will be on reserve in the library. Many of the book references are available as paperbacks, although they need not be purchased. Several handouts will be distributed as part of the assigned readings.

Assignments

From the readings listed below, you will be required to read all materials marked "**". It is only recommended that you read materials marked "*". Finally, the unmarked references will often supply the basis for supplemental information.

Two papers will be required. The first is a short descriptive paper on the status and structure of the communication system in a country other than your home country. The second paper will require you to develop a communication strategy for inclusion in a regional or national development plan. This paper is to be done in three iterations. The first submission will be an outline of the paper you propose to write. The second submission will be a draft of the entire paper, and the third submission will be the final paper.

Assignment I

This assignment is a short, descriptive paper of the communications system within a country. You may select any country, but it must be a country other than your home country. The objectives of this assignment are: (1) to acquaint you with the literature on communication structures, (2) to develop an awareness of differing communication structures across varying cultural patterns, and (3) to define the nature and extent of the mass media and interpersonal communication systems existing in a country that are avail-

able for use in development programs.

Using the available literature, develop a descriptive paper which outlines the nature, number, range, ownership, and other characteristics of the mass media. Also, indicate the degree of dependence on interpersonal communication systems in lieu of, or in conjunction with, mass media.

In sum, the paper should describe the range and variability of a country's communication system in a way that would be useful for change agents, development planners, and others interested in national development.

Term Paper

The objective of the term paper is to help you develop and clarify the nature and role of communications in the development plan of a developing country. The paper should identify and justify the various parts of a communication plan and the integration of that plan with the overall development scheme. This paper should be general or abstract in the sense that the proposal presented should not be identified with a specific country; it should be generally applicable to the problem of communication in development. We suggest that the units of discussion in your paper might be strategies of communication in development.

The paper is to be done in three submissions. The first is an outline of the paper you intend to write. This will be reviewed by the instructors to give you a clearer indication of strengths and weaknesses of your approach. The second submission will be a draft of the total paper, which will be read and commented on by the instructors. The third submission will be the final draft of the paper. This approach has been selected by the instructors as being most generative in the learning process, as it is much like the real world in which development planning is conducted. Professional papers are usually prepared in a succession of drafts, benefiting at each stage from reviewers' previous comments.

Class Assignments

I. Course Introduction: Why study communication and development. Background of students. Hints on terminology. Assignments.

II. Modernization: The concept of modernization. Theories and variables. Rising aspirations. Knowledge and behavior change.
**Rogers, Everett M. with Svenning, Lynne Modernization Among Peasants: The Impact of Communication. Chapt. 1,2,3.
*Black, C. E. The Dynamics of Modernization Chapt. 1,3,4,5,6.

III. Development: Concepts and theories. The nature of underdevelopment. Overviews of some current economic development viewpoints.
**Gill, Richard T. Economic Development: Past and Present. Chapt. 1,2,5,6.
*Hagen, Everett E. On the Theory of Social Change. Chapt. 3
Hagen, Everett E. "A Framework for Analyzing Economic and Political Change". in Brookings Institution. Development of the Emerging Countries. Chapt. 1.

IV. Preliminary consideration of communication in development and modernization.
** Schramm, Wilbur. Mass Media and National Development. Chapt. 1,4,5.

**McNelly, John T. "Perspectives on the Role of Mass Communication in the Development Process" in International Communications Institute, Mass Communication and the Development of Nations. Chapt. 1.

V. Planning Development: How to plan.
Planning organizations. communication aspects to be defined and included in planning.
**Colm, Gerhard and Gaiger, Theodore. "Country Programming as a Guide to Development" in Brookings Institution, Development of the Emerging Countries. Chapt. 2.
**Waterston, Albert. Development Plannings: Lessons of Experience. Skim read Chapt. 5,8,9.
** Schram, Wilbur. Mass Media and National Development. Chapt. 7.

VI. World and national surveys of communication systems.
Assignment I explained.
**Schramm, Wilbur. Mass Media and National Development. Chapt. 2,3.

VII. Mass Media and interpersonal communication in relation to political and economic systems and to state of development.
ASSIGNMENT I DUE
*UNESCO. World Communication. (skim read)
**Hiniker, Paul J. "The Mass Media and Study Groups in Communist China." in International Communications Institute. Mass Communication and the Development of Nations. Chapt.VI.
*Davison, W. Phillips, International Political Communication. Chapt. V,VI,VII.
Handouts

VIII. Examining the Factors of Change: Social Structure of Society. Elitism. Power.
**Rogers, Everett M. with Svenning, Lynne. Modernization Among Peasants: The Impact of Communication. Chapt.10.

IX. Characteristics of individuals.
Literacy, cosmopoliteness, empathy, achievement motivation, fatalism.
**Rogers, Everett M. with Svenning, Lynne. Modernization Among Peasants: The Impact of Communication. Chapt. 4,7,9,11,12,13.
*Davison, W. Phillips. International Political Communication. Chapt. 3

X. Economic and political institutions in change.
OUTLINE OF TERM PAPER DUE
**Pool, Ithiel de Sola. "The Mass Media and Politics in the Modernization Process". in Pye, Lucian W. (ed.) Communications and Political Development Chapt. 14.
**Shils, Edward, "Demogagues and Cadres in the Political Development of the New States", in Pye, Lucian W. (ed.) Communications and Political Development. Chapt. 4. Also read Pye's Introduction, Chapt. 3, p.58.
*Dube, S.C.C. "A Note on Communication in Economic Development". in Lerner, Daniel and Schramm, Wilbur (eds.) Communication and Change in Developing Countries. Chapt. 6

XI. Mid-Term Examination

XII. Discussion of mid-term examination

XIII. Mass Media in development. Effectiveness in relation to cultural characteristics
**Rogers, Everett M. with Svenning, Lynn Modernization Among Peasants: The Impact of Communication. Chapt. 5

**Keith, Robert F., Yadav, Dhram P. and Ascroft, Joseph R. "Mass Media Exposure and Modernization Among Villagers in Three Developing Countries: Towards Cross-Cultural Generalization" in International Communications Institute. Mass Communication and the Development of Nations in Chapt. IV.

**Farace, R. Vincent. "Mass Communication and National Development: Some Insights from Aggregate Analysis". In International Communications Institute. Mass Communication and the Development of Nations. Chapt. V.

XIV. Change agents--their role in modernization.

**Rogers, Everett M. with Svenning, Lynne Modernization Among Peasants: The Impact of Communication. Chapt. 8

XV. Interpersonal communication and communication networks. Opinion leadership.

**Rogers, Everett M., with Svenning Lynne Modernization Among Peasants: The Impact of Communication. Chapt. 6,10.

XVI. Multi-channel linkages. Media Forums.

FIRST DRAFT OF TERM PAPER DUE

**Beltran, Luis Ramiro. "Radio Forums and Radio Schools in Rural Mass Education for National Development". (Mimeo handout)

**Roy, Prodipto; Waisanen, Frederick B. and Rogers, Everett, The Impact of Communication on Rural Development.

XVII. Research techniques, problems, hypotheses.

**Rogers, Everett with Svenning, Lynne Modernization Among Peasants: The Impact of Communication, Chapt. 14,15,16.

**Schramm, Wilbur, Mass Media and National Development. Chapt. 6.

XVIII. Discussion of first draft of term paper.

XIX. Cross-Cultural Communication and Development within the United States.

**Gans , Herbert The Urban Villagers: Group and Class in the Life of Italian-Americans, Chapt. 7,9.

XX. "Hypothetica"--a development game

XXI. FINAL DRAFT OF TERM PAPER DUE

XXII. Weaving Communications Strategies into Development Planning and Implementation

**Oshima, Harry T. "The Strategy of Selective Growth and the Role of Communications" in Lerner, Daniel and Schramm, Wilbur (eds.) Communication and Change in Developing Countries. Chapt. 5

XXIII. Discussion of term papers and overall review of the course

XXIV. Final Exam

Texts

Rogers, Everett M. with Svenning, Lynne, Modernization Among Peasants: The Impact of Communication, New York: Holt, Rinehart & Winston, 1969.

International Communication Institute, Mass Communication and the Development of Nations. East Lansing: Michigan State University, August, 1969.

Other Readings

Black, C.E. The Dynamics of Modernization: A Study in Comparative History New York: Harper & Row, 1966

Brookings Institution. Development of the Emerging Countries: An Agenda for Research, Washington, D. C. 1962

Davison, W. Phillips International Political Communication. New York: Frederick A. Praeger, 1965.
Gans, Herbert J. The Urban Villagers. New York: Free Press of Glencoe, 1962.
Gill, Richard T. Economic Development: Past and Present. Englewood Cliffs: Prentice-Hall, Inc. 1963.
Hagen, Everett E. On the Theory of Social Change. Homewood: The Dorsey Press, Inc. 1962.
Hapgood, David and M. Bennet, Agents of Change: A Close Look At the Peace Corps, Boston: Little, Brown, 1968.
Lerner, Daniel and Schramm, Wilbur (eds.). Communication and Change in the Developing Countries. Honolulu: East-West Center Press, 1967.
Pye, Lucian W. (ed.). Communications and Political Development. Princeton: Princeton University Press, 1963.
Roy, Prodipto, Waisanen, Frederick B. and Rogers, Everett M., The Impact of Communication on Rural Development. Paris: UNESCO, 1969.
Schramm, Wilbur. Mass Media and National Development. Stanford: Stanford University Press, 1964.
Sen, Lalit K. Opinion Leadership in India. Hyderabad: National Institute of Community Development. 1969.
Smith, Alfred G. Communication and Culture. New York: Holt, Rinehart and Winston, 1966.
UNESCO, World Communication.
Waterston, Albert. Development Planning: Lessons of Experience. Baltimore Johns Hopkins Press, 1965.

DEVELOPMENTAL COMMUNICATION

William Scarosta

University of Virginia

Outline topical guide:

I. Mass Media Effects
   A. Intentional
      1. Hypodermic Needle Model
      2. Two-Step Flow
      3. Multi-Step Flow
      4. Information-Giving
      5. Multiplier Effect
   B. Secondary
      1. Future Orientation
      2. Empathy Creation
      3. Deutero Learning
      4. Entertain/Inform Dilemma
      5. Alienation
      6. The Institution of Channel Credibility
      7. Privilege Effects

II. Interpersonal Media Effects
  A. Intentional
    1. Precede Mass Media as Information Carriers
    2. Maximize the Connection with Opinion Leaders
    3. Multiplier
    4. Legitimation
    5. Internalization of Messages
    6. Self-Perpetuation of Change
    7. To Form Public Opinion
  B. Secondary
    1. Introduce Distortion
    2. Permit Discontinuation
    3. Reinforce Particularism
    4. Heterophily Effects
    5. Create Newly Heterophilous
    6. "Scaling Down"

III. Comparative Effects
  A. Psychological Effects
    1. Selective Perception
    2. Selective Retention
    3. Selective Exposure
    4. Ego-Involvement
  B. Feedback
    1. Two-Way Flow
    2. Length of Chains
    3. Time Lag
  C. Combination Approaches
    1. Forums
    2. Innovation Sequence - Inform, then Persuade
    3. Use Mass Media to Activate Interpersonal
    4. Local/Cosmopolite or Interpersonal/Mass?
  D. Structural Consideration
    1. Formality
    2. Adaptability
    3. Responsiveness to situation
    4. Provides immediate reward/punishment cues
  E. Investment
    1. Technical skills
    2. Equipment
    3. Education for extension work
    4. Investment of numbers

IV. Side Effects
  A. Subliminal Effects
    1. The Choice of a Language Determines the Result
    2. A life Style May Rub Off (Propinquity)
    3. Mimicing Entertainment Behavior
    4. One Medium bu Multiple Messages
  B. Self-Persuasion
    1. Picture Window
    2. Adoption